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ABSTRACT

A graduate follow-up study was conducted for the University of Illinois Institute of Aviation by surveying all graduates for the period 1950-1978. Four major areas were covered in the written questionnaires: employment, education, flight related activities, and graduate satisfaction with the Institute. Based on the responses received from 513 individuals who represent 76 percent of those surveyed, it was concluded that (1) the Institute successfully prepares students for careers in aviation; (2) for the most part graduates are able to find aviation related employment; (3) a high number of respondents continue their education after leaving the Institute; (4) certification as an Airframe and Powerplant mechanic has been beneficial to most graduates' careers although few graduates actually work as mechanics; and (5) maximum graduate satisfaction is in flight instruction, maintenance instruction, and flight training equipment. Recommendations for improvements included the following: maintenance training equipment should be updated and larger physical facilities should be provided; the Airframe and Powerplant curriculum should be more theoretical; a flight engineers course should be offered; occupational placement and counseling services should be upgraded; and a degree program should be established. (The appendixes contain samples of the questionnaires, the reminder postcard, and cover letters; a classification of respondents by occupation; and a listing of "additional comments.") (ELG)

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INSTITUTE OF AVIATION GRADUATE SURVEY: 1950-1978

February 1979

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Preface

The success of this project is attributable to many. The persons most responsible for the comprehensiveness of this study are the 500-plus graduates who generously completed and returned the questionnaire. Without the overwhelming graduate response, this study would have been insignificant.

This project was funded by the Institute of Aviation. Although the monetary support was significant, it was overshadowed by the immense moral support and intellectual cooperation offered by the entire Institute staff. Professor W. D. Trulock provided excellent help throughout the study. The secretarial staff expended endless hours editing and typing the questionnaire and numerous drafts of the final report.

The Survey Research Laboratory provided additional assistance. Mr. Ed Lakner was especially cooperative in the questionnaire construction. Ms. Dorothy Neminich provided unlimited assistance regarding questionnaire format for subsequent data analysis. Mr. Anup Roy prepared the computer program to meet the needs of the project.

1.0 Introduction

1.1 Importance of this Study

The graduate follow-up study has traditionally been accepted as a yardstick to measure the success of an educational program. This axiom is especially true for the vocational and technical curriculum from the secondary school through post graduate programs. The level of graduate satisfaction, and especially the extent of occupational placement related to training, is a conventional measurement of a particular program's worth. Recognizing the value of a significant graduate follow-up this study set the ambitious goal of surveying all graduates of the University of Illinois Institute of Aviation (IA). The first class graduated from the two-year certificate program in 1950, therefore, this study encompasses 28 years.

1.2 Research Questions

During the conceptual stage of this study it became readily apparent that the manageability of this undertaking would be directly proportional to the conciseness of initial goals. After much deliberation, goals were selected to determine the following:

1. Employment
   - A) The extent of IA graduates' employment in occupations related to aviation.
   - B) The specific occupations of IA graduates in the aviation industry.
   - C) The extent to which IA graduates utilize the Airframe and Powerplant Mechanic license or the perceived value of this rating with regards to prerequisites for present employment.

2. Education

   A) The percentage of IA graduates that continue education after the IA program.

   B) The U of I colleges which receive the most IA transfer students.

   C) The extent to which the IA prepared graduates for further academic education.

3. Flight Related Activities

   A) The extent that graduates maintain aeronautical proficiency.

   B) The level of private versus occupational flying of graduates.

4. Graduate Satisfaction with the Institute of Aviation

   A) The level of overall graduate satisfaction with the various facets of the Institute of Aviation.

   B) The percentage of IA grads that would attend the institute if they had it to do over again.

1.2.1 Additional Questions

The author had additional research questions that did not fall into the four major categories. These questions were:

   A) What is the relationship between career aspirations and occupational reality with respect to IA graduates?

   B) What is the relationship between specific degree field and actual employment?

1.3 Assumptions and Limitations

This study began with the assumption that graduates would respond to a request for information regarding their activities since graduation from the Institute of Aviation. In addition it was assumed that the graduate's

response to the questions would be an accurate indication of occupational and educational development.

Although research methods are discussed in Chapter 3 it is necessary to discuss methods here as we consider the limitations. Since it was advantageous to contact all graduates, the mailed questionnaire was determined to be the best data collection instrument. When using the mailed questionnaire there are automatically a few inherent limitations. The limitations are usually related to such problems as ambiguity in the data collection instrument, organization of returning data, apathetic response to mass mailings, and an inaccurate list of addresses. These limitations were overcome by the following:

1) the meticulous construction of the questionnaire
2) a pilot study
3) a first class mailing
4) the computerized processing of the data
5) the use of an accurate mailing list.

The Institute has 896 graduates since 1950. The mobility of Aviation graduates results in loss of many addresses. However with the cooperation of the University Alumni Association a list of slightly over 700 graduates was compiled, with current addresses for 672 graduates. This n of 672 was substantiated with at least two first class mailings in which nondeliverable mail was returned. An additional limitation may exist because of a bias in the list of 672. It is possible, though not probable, that the graduates who are not included on the mailing list of 672 may not be similar to the population.

2.0 Literature Review

2.1 Past Institute of Aviation Follow-up Studies

Only two Institute of Aviation follow-up studies have been conducted to date. The most significant follow-up of Institute graduates was conducted in 1966 by Professor L.B. Applegate. Prof. Applegate was able to contact 98% of the 300 graduates. This high response rate was made possible with personal letters and telephone interviews. The Applegate study was published as a sixty-five page Institute Newsletter. The Newsletter published the name and address of each graduate along with a historical narrative of each person's career development. In addition, the report mentioned such information as size of family, avocational involvement in aviation, and other personal data. The report did not accumulate general statistics about the entire population. The Applegate report was obviously an extremely humanistic work published by a professor and institution very concerned with the personal and occupational well being of former students. It is assumed that the Applegate report, nearly thirteen years old, had a positive effect on the high level of present response from pre-1965 graduates.

A second follow-up study was conducted in 1974 by Professor W.D. Trulock. At that time the Institute of Aviation was facing a fiscal crisis that threatened its future existence. The matter was further complicated as the University reviewed its philosophy of education in regard to the level of specialized technical training offered by the Institute of Aviation. Professor W. Dale Trulock called to the Institute Alumni, encouraging them to voice their support concerning the value of the Institute of Aviation for specific career preparation or preparation for further education. Professor

Trulock reported an overwhelming response to his survey. He found that approximately 81% of the respondents were employed in an aviation related occupation. Furthermore, many graduates not employed directly in aviation emphasized that their aviation education had a profound effect on their present level of employment.

3.0 Research Methods

3.1 Involvement of Total Staff

From the conceptual stage of the study the intent was to involve the entire faculty and staff of the Institute. This included the academic personnel from the departments of Pilot Training, Maintenance Training, and the Aviation Research Laboratory. In addition, selected individuals from the College of Education (i.e. Professors H.J. Sredl and P.E. Hemp) provided input from the outset. The assumption was made that maximum staff involvement would increase the quality of the follow-up study. The entire staff was polled with an instrument (see Appendix A) asking them to rate the value of the potential research questions. They were also asked to add their suggestions to the list of questions. Prior to distribution of the rating form, the Institute Director, Professor Ralph Flexman, informed the staff of the proposed project. He emphasized his personal interest in the study and encouraged all to participate. Approximately 60% of the staff questionnaires were returned and many individuals approached the author to discuss additional aspects of the study. Many individuals offered information about change-of-addresses of past graduates. The rating instrument in Appendix A includes a percentage breakdown of staff responses to the initial objectives. Persons from Pilot training were especially concerned

that we gather information regarding specific flying employment.

3.2 Questionnaire Construction

After finalizing the survey goals the author sought the guidance of the Survey Research Laboratory (SRL), the Institute of Aviation staff, and selected persons from the College of Education. The final questionnaire (see Appendix B) was a product of at least ten revisions. The instrument was kept short enough to provide rapid completion yet long enough to gather substantial data. The instrument was pilot tested by distribution to selected I of A graduates employed by the University. The extensive instrument development, along with the participation of many extremely competent survey researchers, minimized the need of a substantial pilot study.

The questionnaire was typed, photographically reduced and printed on selected stock designed to minimize the weight of the mailing. A three digit code number was printed on each questionnaire to provide a means of record keeping. This numbering system provided relative respondent anonymity yet permitted an administrative means to select the population in need of a second and third follow-up mailing.

3.3 The Mailing

The University of Illinois Mailing Center contracted to complete the clerical chore of preparing the initial mailing. First-class postage stamps were used on the mailing and on the return envelope in an effort to maximize the response rate. The mailing went out as scheduled on July 1, 1978. Response rates throughout the study are plotted in Figure 1.

Figure 1 shows a response rate resulting from three mailings. The initial mailing (N = 700) (See Appendix B) resulted in the majority of the

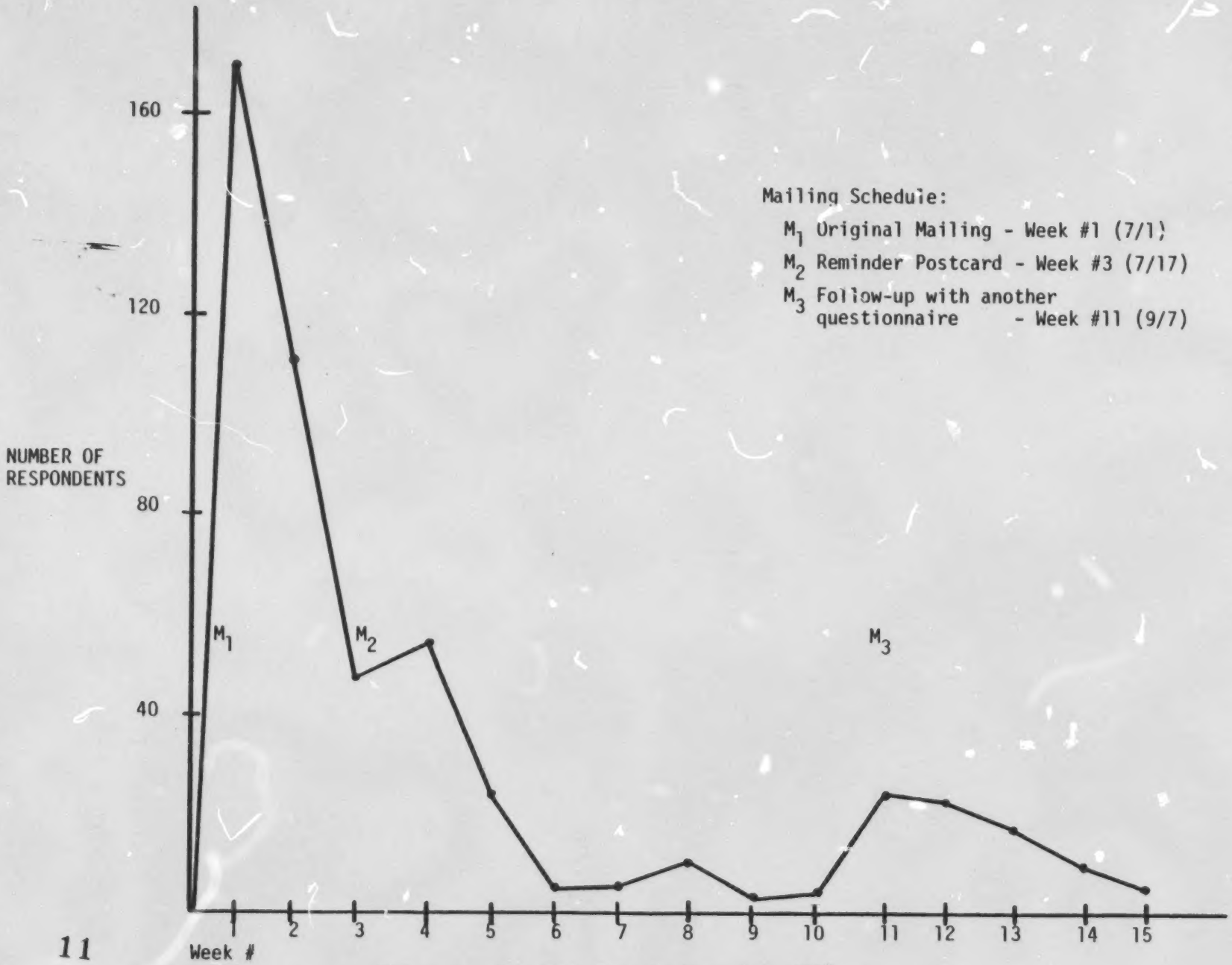

Figure 1. Response Rate by Week (n = 501)

response. In fact, 64% of the responses (n = 325) were received within the first three weeks. Two weeks after the initial mailing a reminder post card was mailed to the total population. (See Appendix C) The post card thanked respondents and urged nonrespondents to complete the questionnaire. This had a slight effect on response rate as shown in Figure 1. The final mailing went out to the nonrespondents 10 weeks after the initial mailing. This mailing included a revised cover letter, a questionnaire and a stamped addressed envelope (See Appendix D). The response to the final mailing is also depicted by the graph in Figure 1. Figure 1 strongly suggests that there was little value in the long delay for the final mailing. It appears that the third mailing should have gone out at the start of the fifth rather than the tenth week, since weeks five through nine netted an insignificant number of responses.

3.4 Tallying the Responses

As each questionnaire was received it was recorded on a master list. As previously mentioned, each questionnaire had a three digit code which permitted an accurate indication of respondents. In addition, a record was kept of the number of responses per day and the date on which each person responded.

Each questionnaire was individually treated in terms of applying a Bureau of Census code number for occupation and categorizing the "additional comments" into the positive, negative or neutral category. Finally the "additional comments" were separately recorded in an effort to guarantee anonymity to each respondent.

Upon completion of this initial tally the data were keypunched by the clerical staff of the Survey Research Laboratory (SRL).

3.5 Data Processing

The data were processed on an IBM 360 computer using a relatively straightforward program of Statistical Package for the Social Science (SPSS). The SPSS program was prepared by a SRL programmer.

4.0 Results

For the sake of continuity as each significant response is reported a discussion will be included. The most significant findings will be summarized with further recommendations in Section 5.0.

4.1 Response Rate and Class Year Consideration

The overall response rate was slightly over 76%. This figure was derived using the 513 returned questionnaires vs the 672 suspected valid addresses. Twelve of the responses were returned after the final tabulation date, therefore all data presented is based on an n of 501. The fact that nearly 58% of the 898 graduates since 1950 were contacted is used as a justification for the decision not to sample the non-respondents.

Figure 2 is a depiction of the response rate by year of graduation. There were respondents from all graduating classes beginning with the first class of 1950. Surprisingly, the highest responses were from the years 1966 and 1967, each with 30 returns. Prof. Applegate and Trulock as well as other IA personnel recall that the very large classes of 1966 and 1967 had extreme loyalty to the Institute, which may account for the high response.

There are three additional explanations for the surprisingly high response from '66 and '67 grads. Most importantly, there was a class reunion for '66 and '67 grads held in July of 1978. Graduates were personally encouraged by Professor Emeritus Applegate to return questionnaires.

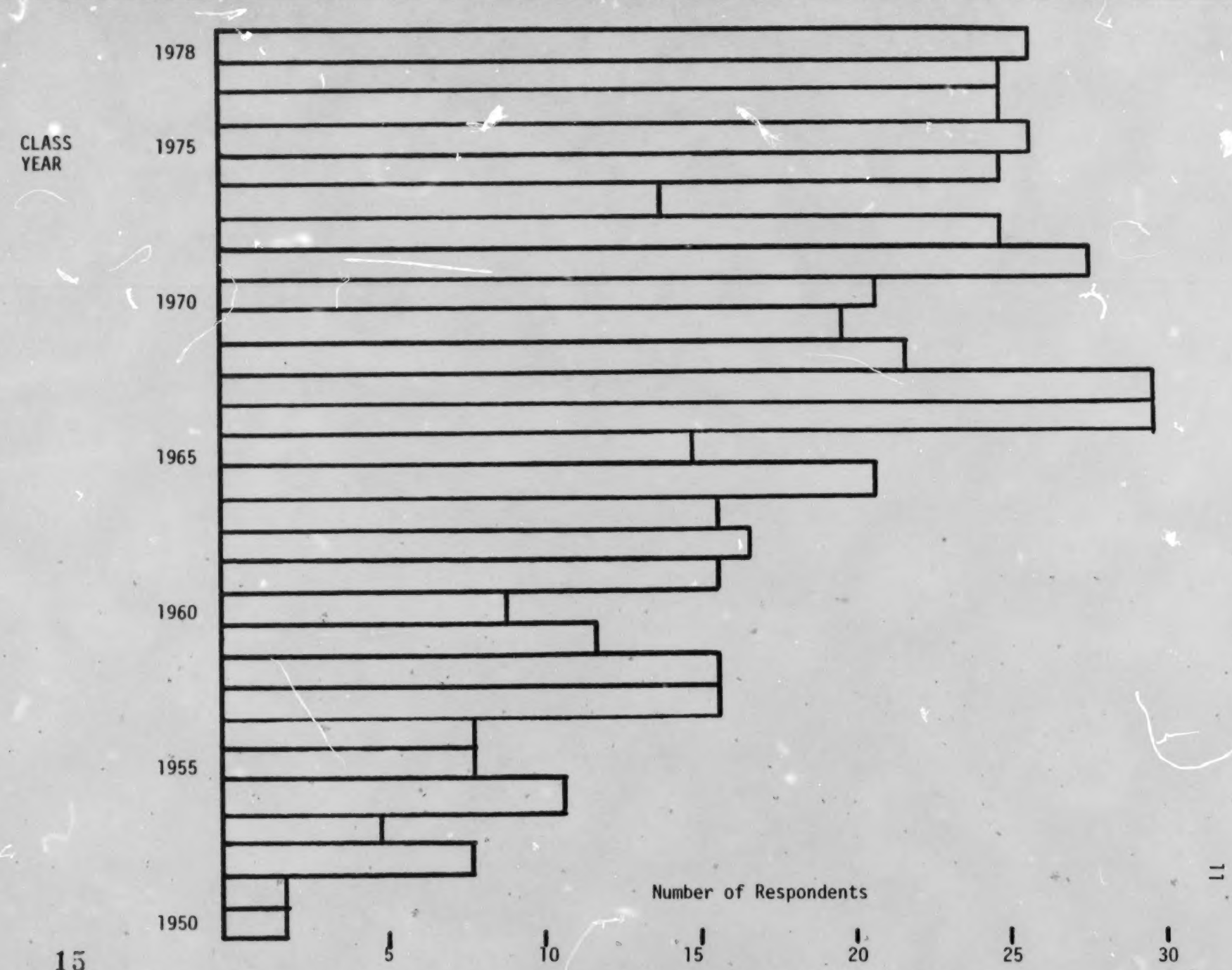

Figure 2. Response Rate by Year of Graduation (n = 501)

Secondly, these graduates were students at the time Applegate completed the 1965 study. It is possible that the overwhelmingly successful study which they witnessed left an impression. Finally, the high rate at which graduates of '66 and '67 were hired by the airlines left many of them with extremely fond feelings about the IA training.

4.2 Respondent Age

The population ranged in age from 20 years to 65 years. The mean was 33, while the median was 31. Sixty-seven percent of the population was between 25 and 39 years of age. A graphic depiction of this data closely resembles Figure 2. The reasons for the similarity are obvious.

4.3 Geographic Information

Graduates listed residences in 39 states and four foreign countries including; 2 European, 1 Asian, and 1 South American. Figure 3 shows the scattering of graduates around the United States. The states with the most representation were: Illinois (53%), California (7%), and Florida (5%).

4.4 Flight Ratings Versus Currency

This question produced a volume of data that promises to be of value to the flight training department. The question was attempting to determine the relationship between level of pilot certification and level of aeronautical currency. Currency is defined in the Federal Aviation Regulations, Part 61. It varies with each level of pilot certification and generally addresses the number of takeoffs and landings within a given number of months.

The summarized results of this question are not surprising. Private, Commercial and Airline Transport Pilots (ATP) reported a currency rate of 50%, 68%, and 75% respectively. The pilots holding ratings necessary for

Figure 3. Geographical Distribution of Survey Respondents (n = 493)

employment, therefore, indicated greater currency than the private pilots.

Ninety-six percent of the respondents have at least a private license. Of that 96% there were 115 persons (24%) with the ATP rating. The total flight time reported by 466 respondents was 1,157,997 hours which generates an average flight time of nearly 2500 hours per graduate. The range of hours was 10 through 26,000. The highest number of hours was reported by an airline captain who graduated in 1953.

4.5 Mechanic Qualifications and Proficiency

Ninety percent of the graduates reported having airframe and powerplant (A&P) mechanics certification. Of the A & P rated respondents, there were 19 reporting the additional rating of Inspector Authorization. The low number of IA ratings suggests that few graduates pursue careers as aircraft mechanics. This is exemplified by the fact that 62% of those who responded to the mechanic proficiency question reported that they did not maintain proficiency.

There were 48 persons reporting the occupation of aircraft mechanic. This is only 9.6% of the total population. Although a low percentage of graduates actually work as mechanics a very high percentage find the ratings of value. Figure 4 shows the response distribution to the question regarding value of A & P certificate. The chart shows that 80% of the graduates found the mechanic certification to be of varying degrees of positive value for employment.

4.6 Employment

The graduates of the Institute of Aviation are definitely employable. 98% of the respondents reported employment. Less than 1% were seeking

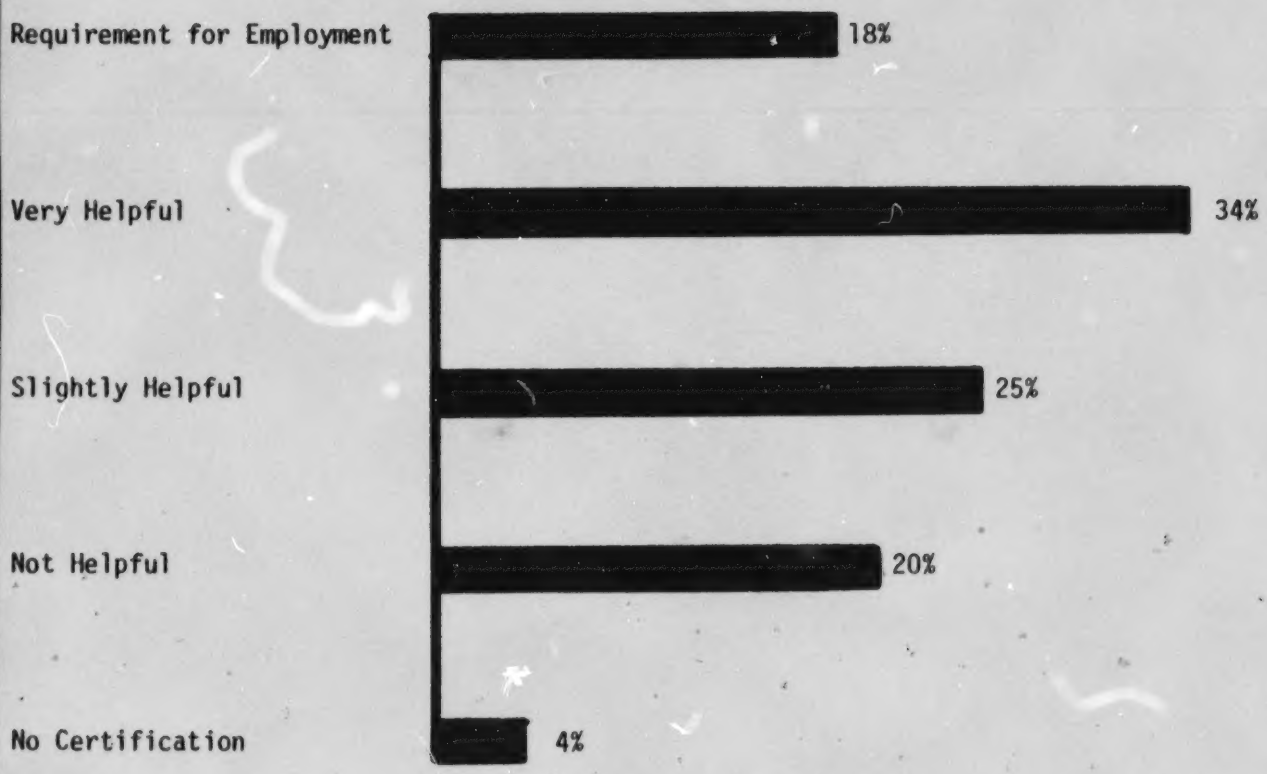

Figure 4. Perceived Value of Mechanic Certification Reported in Percent of Population (n = 484)

employment and 8 persons were not employed and were not seeking employment.

As each questionnaire was received the answer to "What is your current occupation?" was coded using the 1970 Bureau of the Census Occupational Classification System. Appendix E lists all occupations that had at least two respondents.

Perhaps the most significant finding of the survey relates to the level of aviation related employment of graduates. Figure 5 shows that 71% of the graduates are involved with some aspect of aviation. It can be further stated that of those who have sought aviation employment, 80% found a position either directly or indirectly related to aviation.

If one responded that his/her position was related to aviation, further occupational questions were asked.

Figure 6 shows a breakdown of aviation related occupations. In interpreting Figure 6 the reader should remember that the values are percentages of those who have related employment.

A second question posed to respondents with aviation related employment was directed at flight related responsibilities. Figure 7 clearly demonstrates that the trend is towards "all or none."

The third and final question posed to respondents with aviation related employment addressed personal perceptions of "Career opportunities in aviation during the 1980's." This question may have been based too heavily on value judgements or unsubstantiated predictions. No one chose the "no career opportunity" and the vast majority of the respondents were equally divided between "limited and unlimited opportunity."

All graduates were asked a question regarding present gross annual

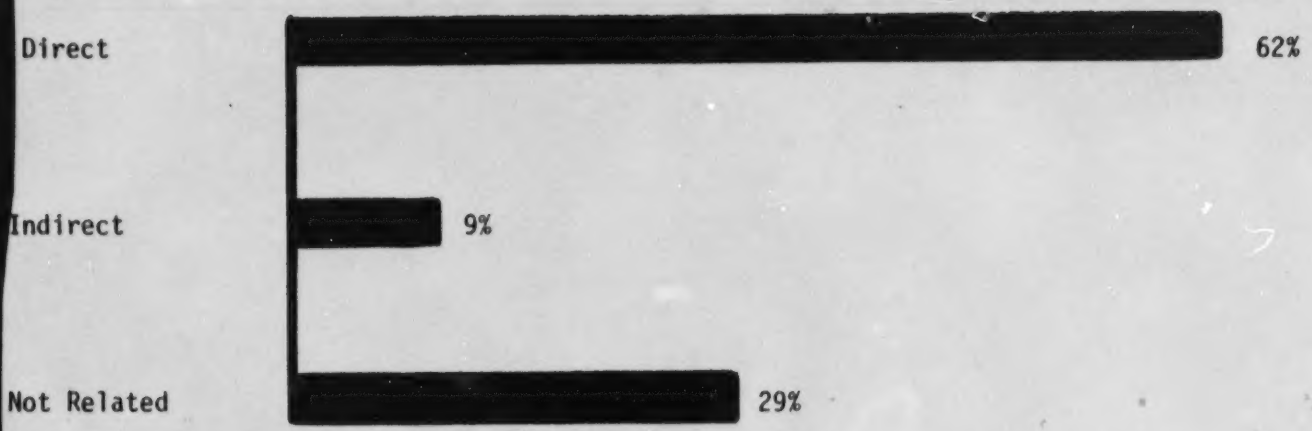

Figure 5. Aviation Related Employment Reported in Percent of Respondents (N = 488)

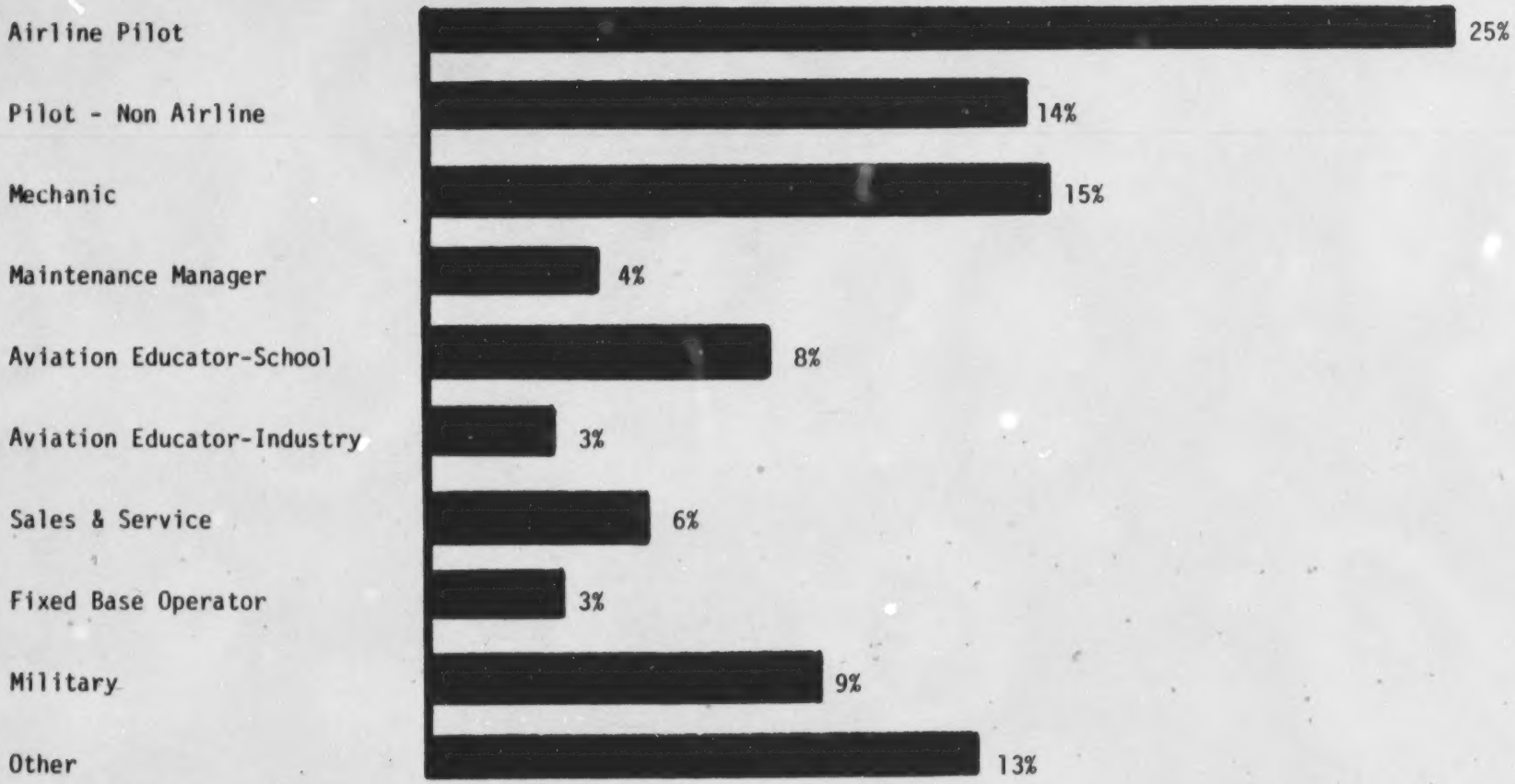

Figure 6. Aviation Related Occupations Reported in Percent of Respondents (n = 347)

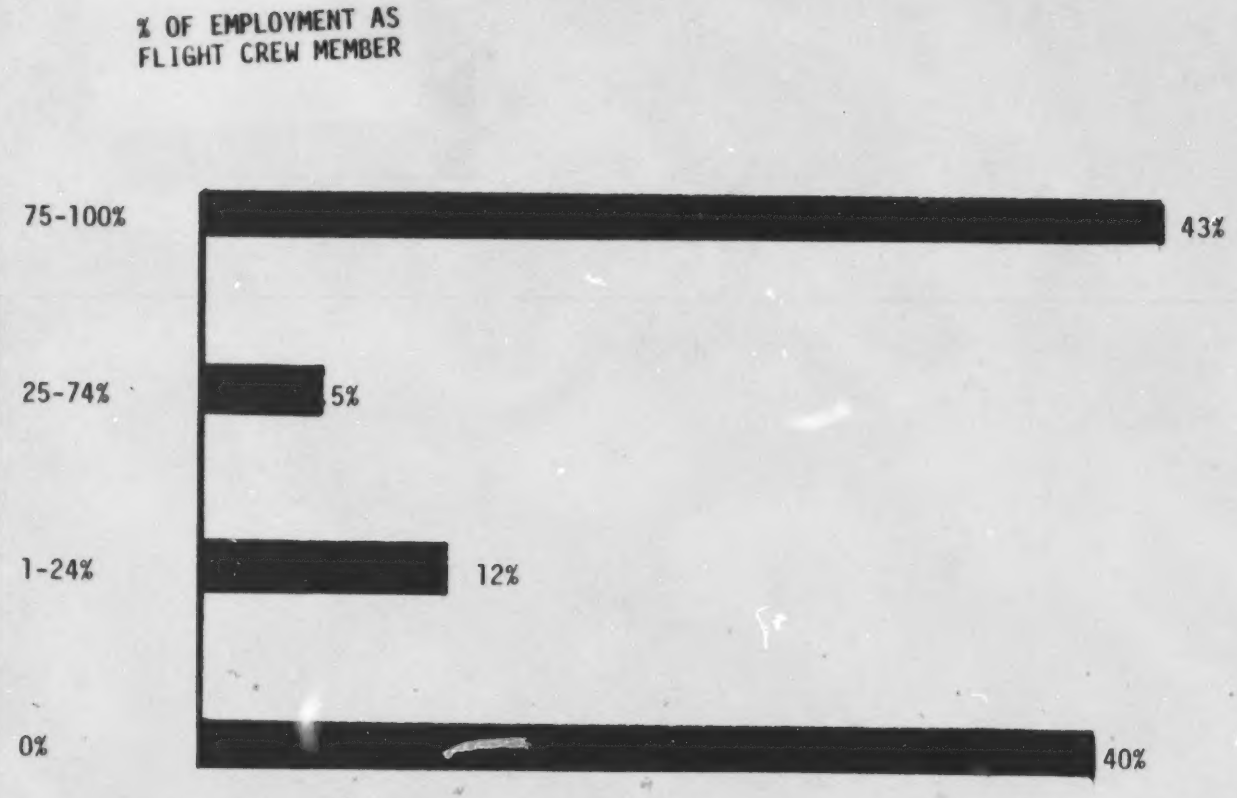

Figure 7. Flight Responsibility of those employed in Aviation (n = 371) Reported in Percent of Respondents

salary. The responses are depicted in Figure 8. The fact that 19% chose the "$33,000 or more" category suggests that the highest option should have been raised. The graduates who were airline pilots tended to choose the high salary categories. Seventy percent of the airline pilots indicated a salary of $33,000 or more. The average salary for all graduates was approximately $23,000.

4.7 Education

The category of questions titled "Education" had the objective of determining post-Institute educational endeavors. The first question established whether or not the graduate continued formal education and if the choice was another college within the University of Illinois. Fifty percent of the respondents indicated that they continued education at the University of Illinois while 22% attended other schools. Figure 9 depicts the post-Institute educational choices of graduates categorized into 5 year groups.

The choices of colleges within the University of Illinois are depicted in Figure 10. A majority (65%) of graduates pursued a degree in Education, with Commerce (25%) being the second most popular alternative.

Graduates were asked about the extent to which the Institute prepared them for further education. Most of the answers fell into the categories of "very helpful" (46%) or "somewhat helpful" (43%). Eleven percent of the respondents stated that the Institute was "not helpful" in terms of preparation for further education.

The level of education can be determined by the graph in Figure 11. The data are categorized into five year groups in order to observe trends. The growing trend toward the baccalaureate degree is obviously shown on the graph.

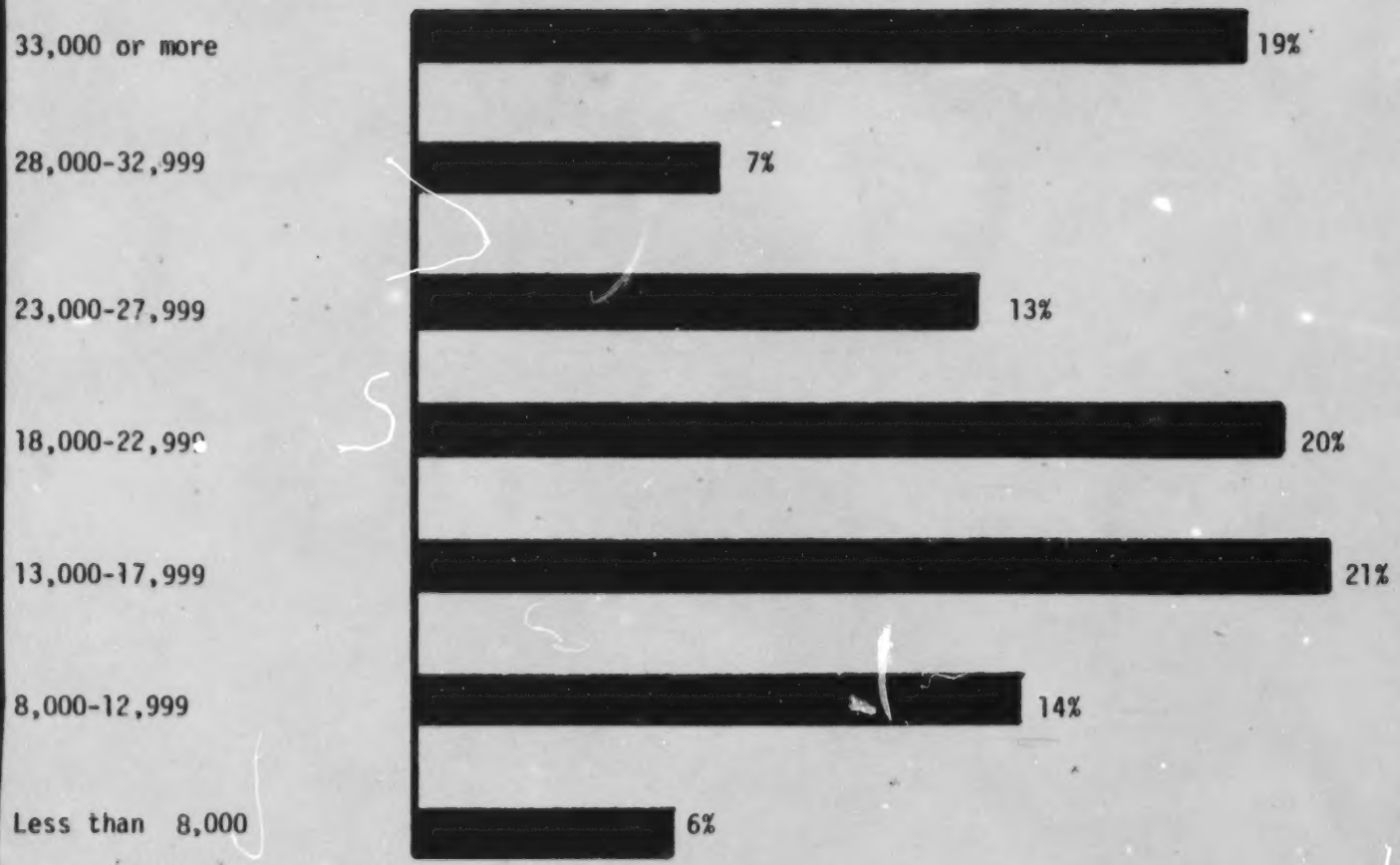

Figure 8. Salary Distribution Reported in Percent of Respondents (n = 488)

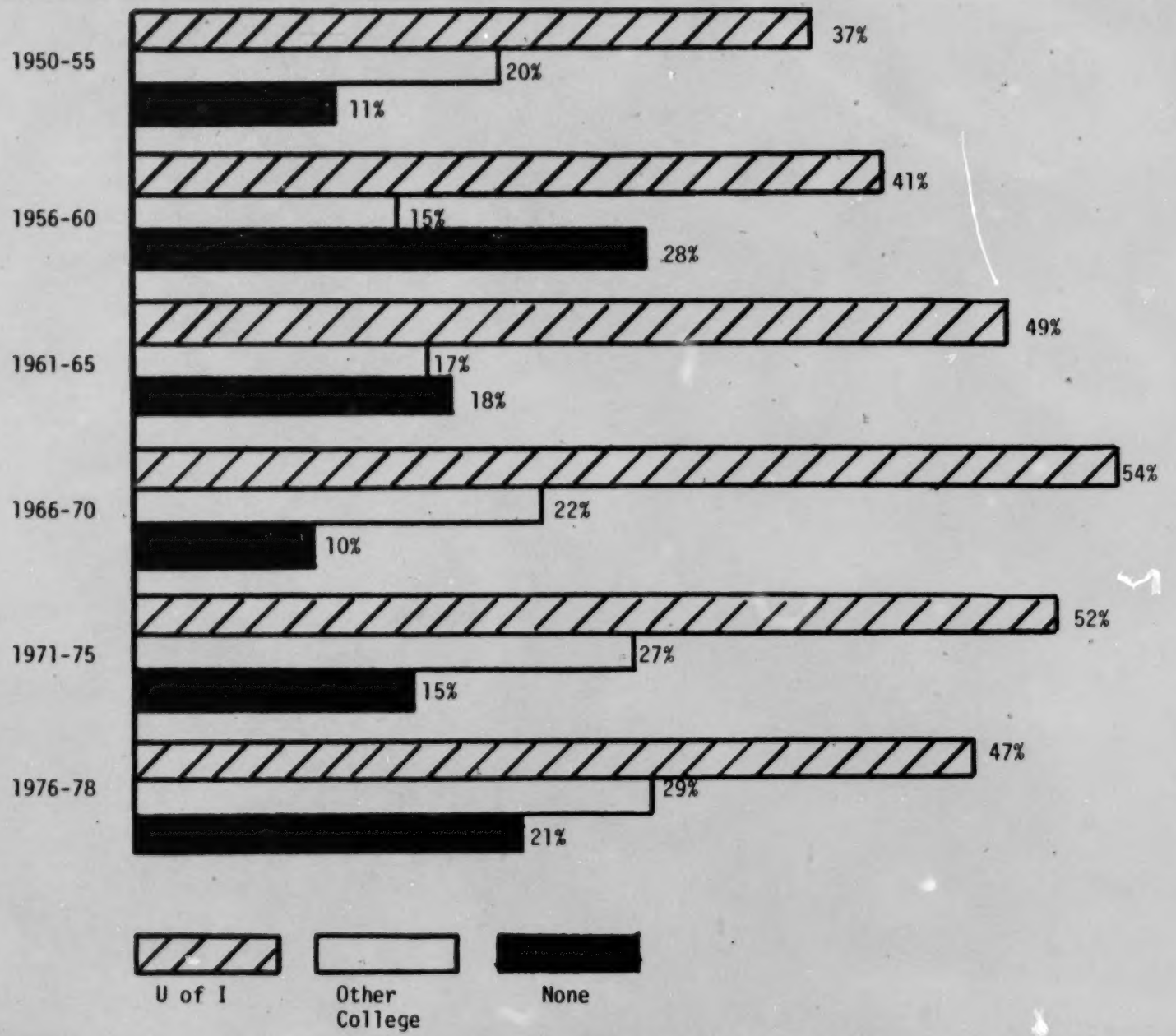

Figure 9. Post-Institute Educational Choices reported in percent of respondents (n = 500)
* Specialized training provided by employer is not depicted.

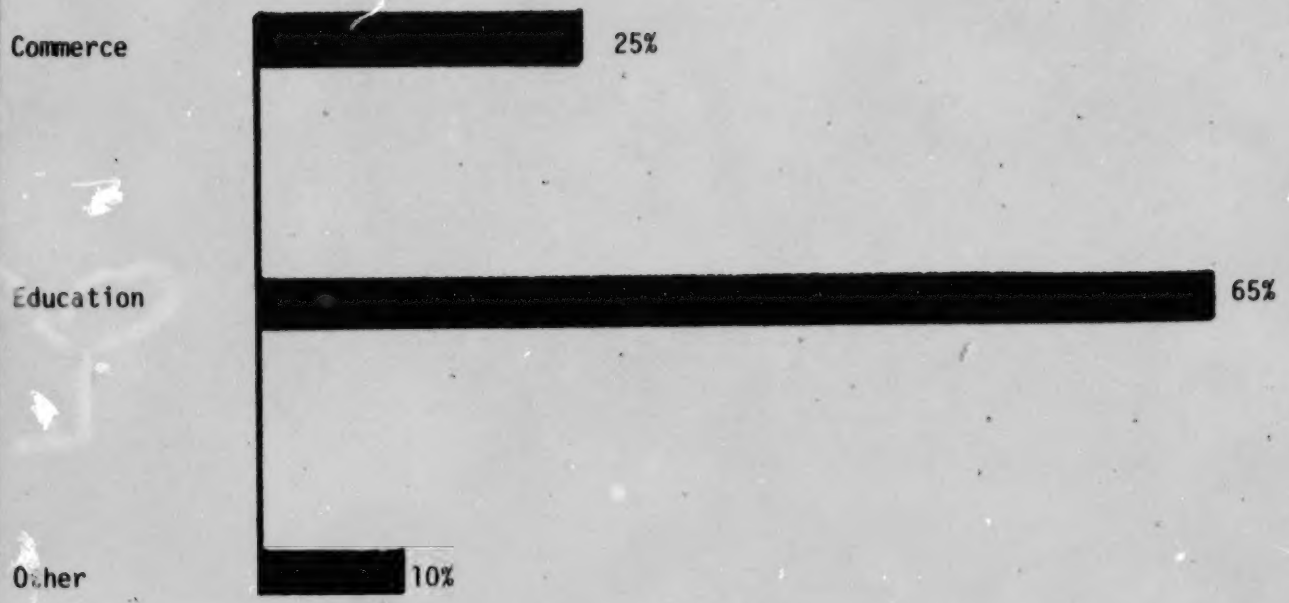

Figure 10. U of I Transfer Programs Chosen by Institute Graduages (n = 255)

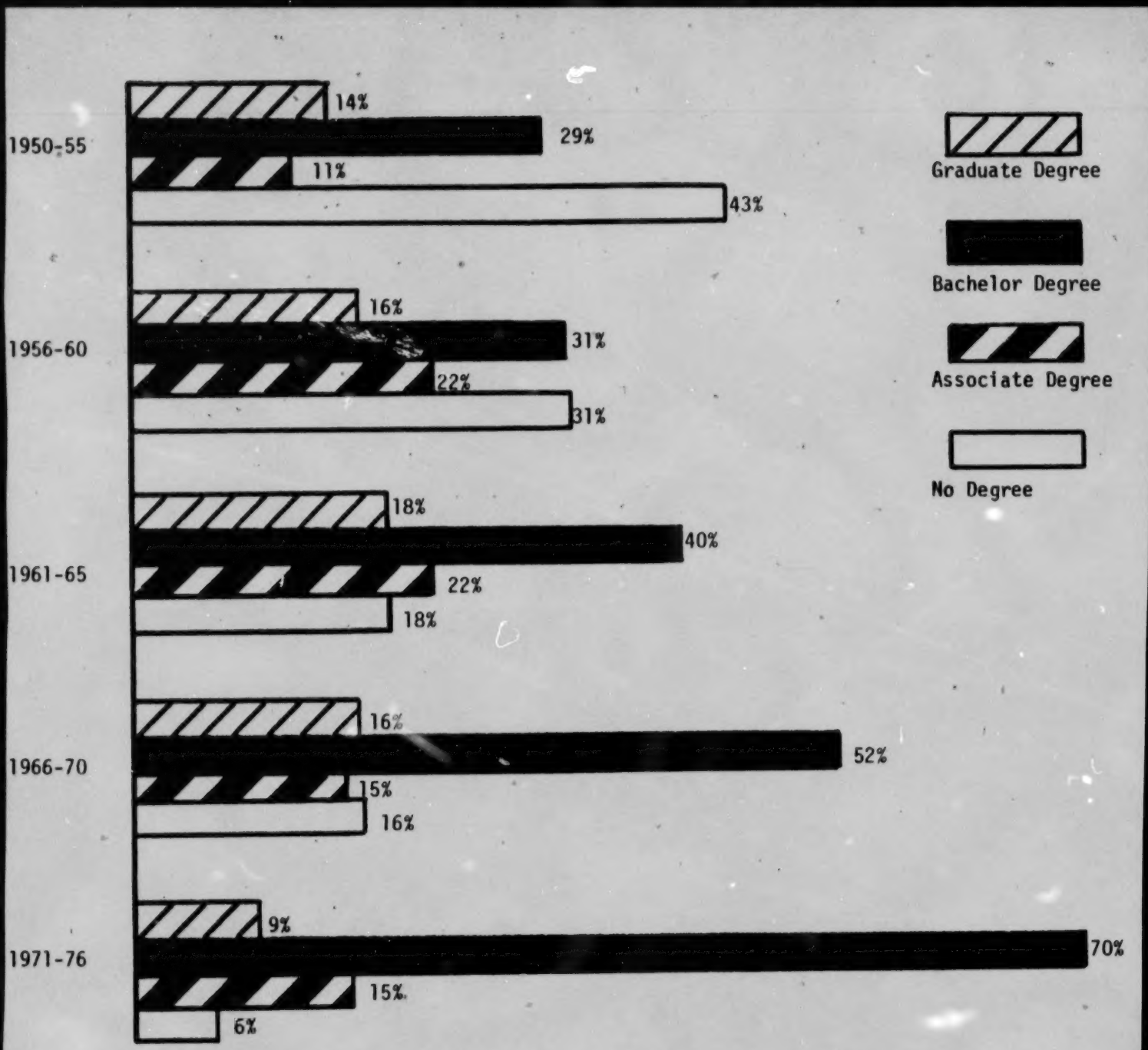

Figure 11. Post-Institute Academic Achievement Reported in Percent of Respondents (n = 416)

When questioned about the relationship between degree and field of employment, 39% of the respondents chose "directly related" while "somewhat related" and "not related" were chosen by 30% and 32% respectively. It is likely that many of the 165 education graduates are not involved in education per se and chose the "not related" alternative.

4.8 Program Evaluation

The last page of the questionnaire asked graduates to evaluate various components of the Institute of Aviation based on their recollections. This method of program evaluation does place some reliance on memory and some of the responses may be biased because of the elapsed time since graduation. Based on the high response rate with representation from 28 years of graduates it is assumed that this section is valid and valuable. Figure 12 depicts the evaluation data in a manner which simplifies comparisons among the various curricular components. The two categories receiving the best evaluation were flight instruction and maintenance instruction with population percentages of 77% and 76% respectively reporting "very good." Although the chart (fig. 12) is self explanatory it is significant to note that approximately 6% of the respondents rated the Willard Airport facilities as poor while 9% rated the maintenance training equipment as "poor."

The two most poorly rated items on Figure 12 are "occupational placement" and "counseling." Occupational placement was rated as "poor" by 51% of the respondents. Only 8% of the respondents gave this area a "very good" rating. The evaluation of counseling was rated as "poor" by 26%., "adequate" by 53% and "very good" by 21%. A significant evaluation of any single part of the program can be made by comparing values on Figure 12. The matter of

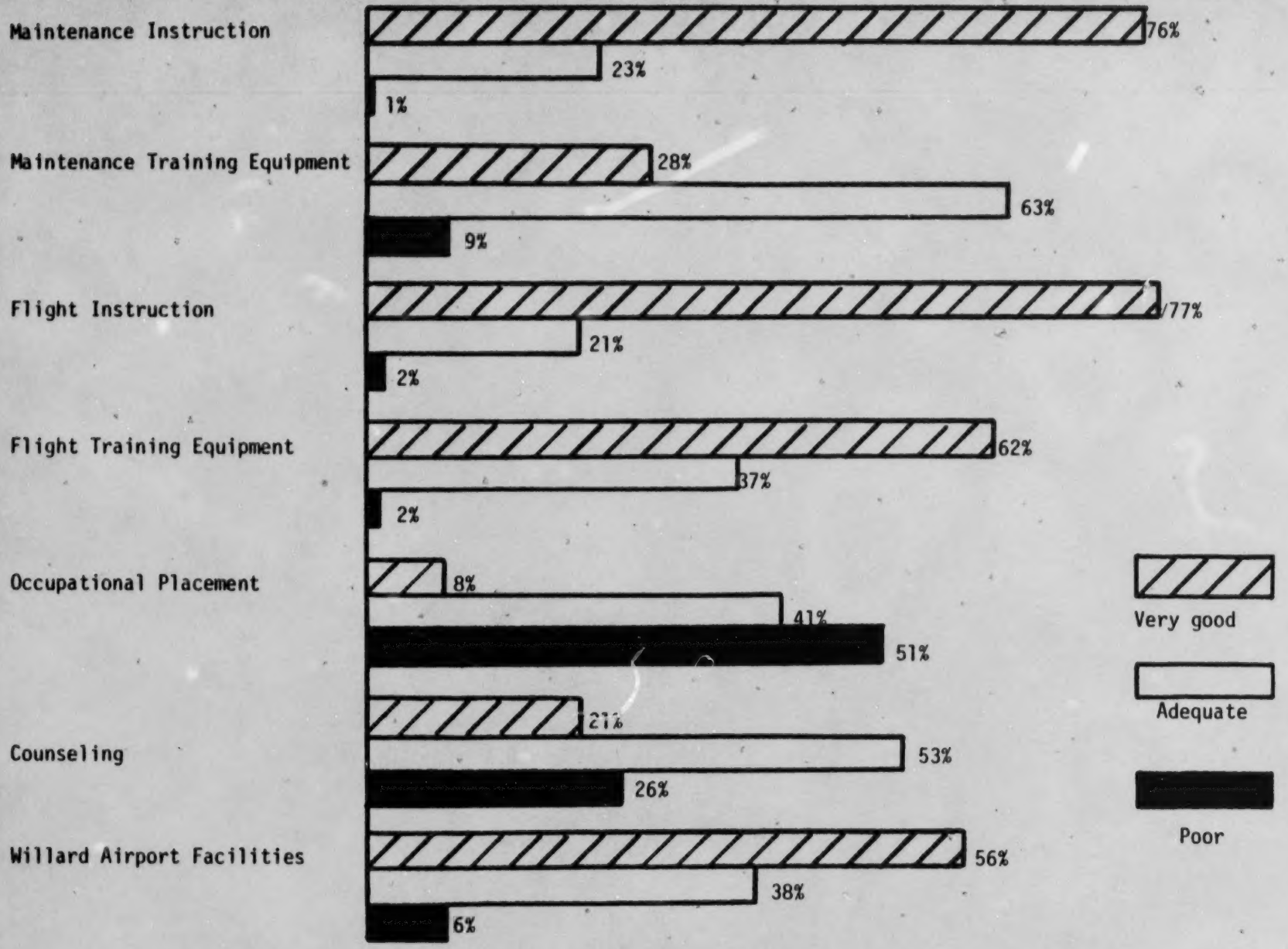

Figure 12. Program Evaluation Reported in Percent of Respondents (n = 501)

low ratings for particular areas will be further addressed in Section 5.

4.9 Bottom Line Question

The final question on the questionnaire can literally and figuratively be called the "Bottom Line." Graduates were asked, "If you could start over, would you attend the Institute of Aviation?" As shown in Figure 13, a very high response, 74%, reported an absolute affirmative answer. A small number, 19% were not absolutely sure. The negative response, "no," was chosen by 7% of the graduates.

4.10 Additional Comments

"Additional Comments" were welcomed at the end of the questionnaire. As each questionnaire was received, the comments were classified as positive, negative or neutral. Responses were added by 51% of the population. There were 21% positive responses, 10% negative, and 21% neutral responses.

Since there were over 300 responses, it is not practical to list every miscellaneous comment. The positive comments were overwhelming, many of them addressing attitudes. A few sample comments are:

> "All the training I received in the industry was nothing like I received at the Institute of Aviation. The Institute gave me the basics plus good work habits."
>
> "The most important thing I learned from the Institute was how to attack and solve a problem. This is especially true in relation to mechanical devices, but also spills over to everyday problems. My experience at the Institute helped to build my self-confidence and make me more independent and self reliant."
>
> "The Institute will always be fond to me. Not only did it provide me with training to compete in today's competitive job market, but it also let me develop friendships and attitudes that will be life lasting. I hope the Institute will be around for my son if he so desires to attend in 18 years."

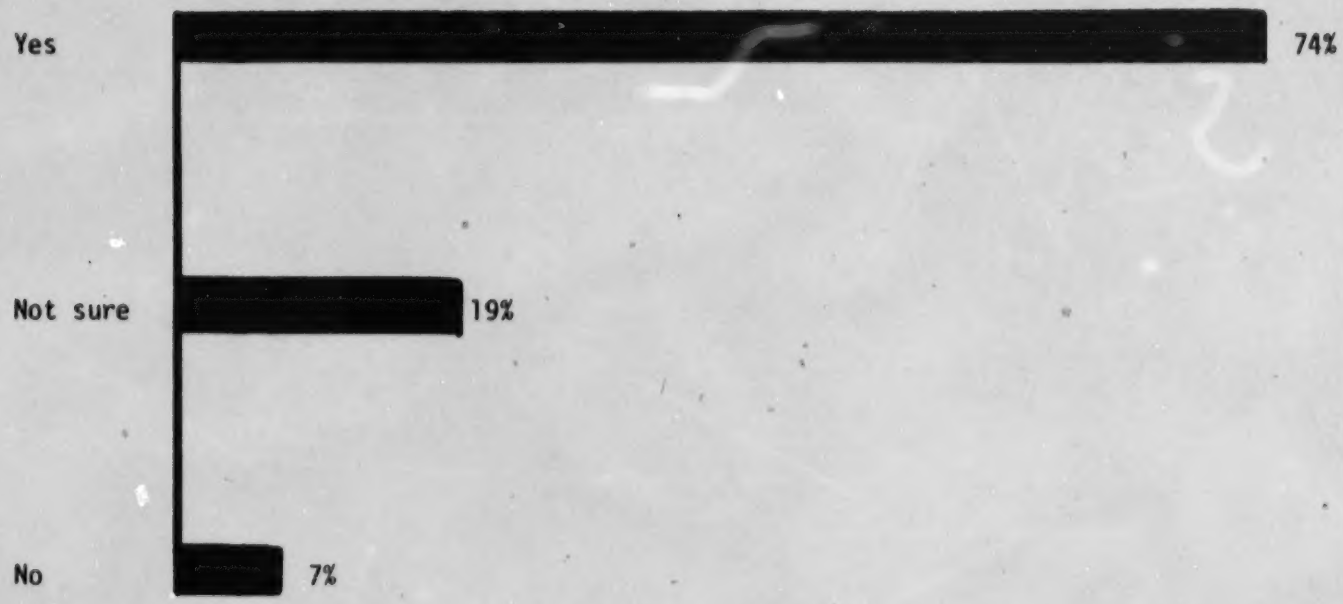

Figure 13. If you could start over, would you attend the Institute of Aviation (n = 501)

The negative comment that appeared in 25 questionnaires was aimed at the unfulfilled promise of a degree program. Samples from the category are:

> "There is no plausible excuse for not having a 4-year B.S. degree program for Aircraft Maintenance and/or Airport Management."
>
> "Need degree program leading to Bachelor's Degree in Aviation plus Flight Engineers written."
>
> "I cannot believe the Institute does not have a degree granting curriculum in the field of aviation - to this date."

Other somewhat negative responses were based on the dire need of a Flight Engineer's (FE) course. The FE rating is becoming a prerequisite for some airline employment.

Appendix G contains a list of "Selected Additional Comments." A few comments were eliminated due to the apparent insignificance of the response. Since each of the comments represents the opinion of one person over a twenty eight year period one must use caution in making conclusions from isolated responses.

5.0 Conclusions and Recommendations

The final section of this report is written with the assumption that the respondent sample (n = 501) is representative of the total population of Institute of Aviation graduates (N = 896). As mentioned in section 1.0 the response rate from a list of known addresses was almost 77%. With this extremely high return it can be further assumed that the reliability of the findings is similarly high. In order to maximize the value of this study the Institute of Aviation must respond to both the positive and the negative findings. This section will address both categories.

The Institute of Aviation should find extreme pride in the fact that,

for the past twenty-eight years, it has successfully prepared students for rewarding careers in the aviation industry. Question ten clearly showed that 62% of the graduates since 1950 are in an occupation directly related to aviation, while an additional 9% have occupations "indirectly related." The miscellaneous additional comments were laden with remarks such as:

> "Although aviation is not involved in my present employment, the thoroughness of my mechanical training has been a tremendous help in my present job..."

This type of comment emphasizes that the experiences of the Institute's technical curriculum contribute to success in occupational fields other than aviation. A further compliment to the Institute's ability to meet students' needs is found in the response to question 14, dealing with the relationship between career aspirations while an IA student and present occupational reality. Seventy one percent report that their present occupation is either "directly" or "somewhat" related to their goals while attending the Institute.

The relatively high level of aviation related employment is especially significant in light of the data on post-Institute education. Seventy one percent of the respondents continued education after leaving the Institute. Sixty nine percent received at least a Bachelor's degree. Twelve percent received at least a Master's degree. Since the Aviation degree was not available at the University of Illinois, many graduates received a non-Aviation degree and subsequently pursued aviation employment. The fact that approximately 70% of IA graduates pursue a degree combined with the fact that 62% have occupations in aviation strongly suggests a further

investigation into an aviation related degree program at the University of Illinois.

It can be readily concluded that the IA graduate population is generally "airworthy." Perhaps the most interesting statistic is the nearly 1,200,000 flying hours reported by the respondents. One hundred sixty (32%) of the respondents reported an occupation of "pilot." This term encompasses all categories of pilots. The most common pilots were airline and corporate with 54% and 31% response respectively. Other pilots were involved in flight training and/or military flight operations.

While ninety percent of the respondents reported certification as an Airframe and Powerplant mechanic (A&P) only 38% reported current mechanical proficiency. Further, 52 (10%) of the respondents reported the occupation of aircraft or avionics mechanic. The low number of mechanics is offset by the perceived value of the certification as reported in question sixteen. Eighteen percent of the respondents reported that A&P certification was a requirement for employment while 34% and 25% reported certification as "very helpful" and "slightly helpful" respectively. The University has long been aware of the fact that the Institute of Aviation, while providing technical training, is actually preparing persons for leadership roles across the broad spectrum of general and commercial aviation. The majority of Institute graduates use the A&P license as a vital tool for upward mobility in the aviation industry. The quality of the University of Illinois allows the Institute to attract extremely bright students to prepare them for management and leadership roles in aviation. This fact that few graduates work as mechanics, yet find immense value in certification, suggests

that the A&P curriculum at the University of Illinois can stand to be more theoretical than other existing programs designed for a high level of immediate post graduation job placement.

Perhaps section IV, titled "Program Evaluation" offers the best overall statement about graduate satisfaction with the Institute of Aviation. The percentages of response are presented on the questionnaire in Appendix B or in Figure 13. The maximum graduate satisfaction is with flight instruction, maintenance instruction and flight training equipment. The percentages of respondents that rated these categories as "very good" were 77%, 76% and 62% respectively. Two percent of the respondents rated flight instruction and flight training equipment as "poor" while only one percent rated maintenance instruction as poor. These ratings are extremely complimentary to the Institute's most valuable resource, the teaching faculty of both the flight and the maintenance training departments.

The maintenance training equipment did not fare as well as the flight training equipment. Only 28% rated the equipment as "very good." The ratings of "adequate" and "poor" received a response of 63% and 9% respectively. The Institute must continue with efforts to update the maintenance training equipment. Recent efforts to acquire new equipment, obviously not reflected in the survey, have been the construction of the jet engine testing facility and the procurement of the operational small turbojet powerplants. Further efforts are needed in both the airframe and powerplant areas. A major hindrance to the acquisition of new equipment for maintenance training is the lack of adequate physical facilities. As larger facilities become available it will be possible to obtain larger and more modern equipment.

There is no room in a quality program for the following graduate comments:

> "Flight training has very good equipment. I only hope maintenance training continues to upgrade their equipment as well. There is no room for sloppy seconds in this industry."
>
> "While attending last year's air show, the current training aids appeared to be the same as I used 12 years ago..."
>
> "The Institute was lacking in current instructional equipment at the time of my attendance. To improve upon this situation, some additional equipment has been obtained but not enough for what is out in the field today..."

Although most negative curriculum related comments were aimed at maintenance training instructional hardware, there was one often repeated comment regarding the need for a flight engineers course. This study suggests the establishment of a committee of individuals from flight and maintenance training to explore the addition of such a course to the combined flight and maintenance curriculum.

The program components that received the poorest ratings were "Occupational placement services" and "Counseling services." Placement and Counseling received a rating of "poor" by 51% and 26% of the respondents respectively. Only 8% rated placement as "very good," while 21% rated counseling as "very good." As mentioned in section 4, these ratings are especially significant when compared to the evaluation of other program components. This is unfortunate in light of the two to three year nature of the Institute's certificate program. Since 90% of the Institute students are one to three years out of high school, there is a dire need for a formal program of academic and occupational counseling. Quality counseling and placement should be a major component of a technical program like the Institute's.

Traditionally, the counseling program has been the "part-time" responsibility of all maintenance training staff members, with each instructor having approximately 25 advisees. Information about transfer programs, graduation requirements, proficiency exams, etc. have been handled by the Chief of Maintenance Training and the clerical staff. The responsibility of establishing and maintaining an occupational placement office has been the part time responsibility of a maintenance training staff member. The responses to this study suggest that the present system for counseling and placement is inadequate. A committee should be formulated to investigate alternative methods of occupational placement and counseling.

Fifty-six percent of the respondents rated the Willard Airport facilities as "very good." The "adequate" and "poor" ratings were chosen by 38% and 6% of the respondents respectively. There was no attempt to define facilities, therefore, this question may be slightly ambiguous. Many improvements are presently contributing to the airport facilities. These renovations are: Stage 2 radar, 22-4 runway overlay, terminal building addition, new fire station and enlarged ramp space. Areas in dire need of renovation are: pilot training offices and maintenance training laboratory enlargement. The exterior condition (i.e. paint) of all the quonset huts is deplorable.

5.1 Summarization of Recommendations

Generally speaking the Institute of Aviation received an excellent evaluation by its graduates. Therefore the major recommendation would be:

1) Keep up the good work.

The remaining summarized recommendations are aimed at improving the program or at the remediation of apparent deficiencies.

2) Develop a comprehensive occupational placement and counseling program.

3) Resume attempts to establish a degree program. Construct a five year timetable for submitting a degree proposal to the University.

4) Identify equipment deficiencies in the maintenance training program and propose a plan to update equipment.

5) Establish a Flight Engineer's course.

6) Continue with the efforts to improve the Willard Airport facilities.

5.2 Suggestions for further research

This follow-up study gathered an immense wealth of information about the twenty-eight year progress of the Institute of Aviation. Although a great deal of the data was analyzed, there are additional studies which could stem from the existing data base. Samples studies are:

Determine the occupational development of graduates from the Professional Pilot curriculum compared to the Combined Flight-Maintenance curriculum.

Analyze the specific graduate placement in relation to employment trends of the aviation industry.

Compare IA occupational placement data to other undergraduate programs of the University of Illinois.

The data will be retained on a computer tape compatible to the equipment of the Survey Research Laboratory. Although respondent anonymity will be retained this author will make the data available to all interested parties associated with the University of Illinois.

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*Although these sources are not directly quoted within the text of this paper the author recommends the list to others embarking on similar research.

APPENDIX A

Staff Questionnaire (with response percentages)

Cover Lette"

INSTITUTE OF AVIATION UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

UNIVERSITY OF ILLINOIS - WILLARD AIRPORT SAVOY, ILLINOIS 61874

TO: Institute of Aviation Faculty and Staff
Institute of Aviation Advisory Council Members
Industrial Education Faculty

FROM: William B. Johnson, Assistant Aviation Education Specialist
Henry J. Sredl, Associate Professor, Department of Vocational and Technical Education

DATE: February 17, 1978

SUBJECT: FOLLOW-UP STUDY OF INSTITUTE OF AVIATION GRADUATES

We are embarking on a major follow-up study of Institute of Aviation (IA) graduates. As a first step in structuring the questionnaire (which will be sent to all IA graduates) we have identified the attached objectives which we feel the study should address itself to. While we realize an undertaking of this nature cannot answer all questions for all people, we are determined to maximize the potential of this study. To this end, we are seeking your reaction/input before the final questionnaire is made.

If you would like to provide input to this study, please do the following:

1. Read the objectives and express your feelings about each in the appropriate column.

2. Add objectives which you feel need to be included.

3. Write any additional comments you may have about the study.

We look forward to your assistance in this important undertaking. In order to meet the project schedule, we need your response by March 1, 1978. Please return to William Johnson, Academic Office, Institute of Aviation.

am

Enclosure

Institute of Aviation (IA) Follow-up Survey Objectives
(First Draft) Feb. 20, 1978

	Your Reaction			
	Most Useful	Useful	Least Useful	NA
I. Program Information				
Identify the:				
1.a. strengths and weaknesses of IA programs based on alumni perceptions.	.91	.9		
b. extent to which the IA is meeting the needs and expectations of its students.	.68	.32		
2. extent to which the IA is meeting its established goals.	.33	.41	.17	.08
3. sources which attract students to IA programs.	.58	.33	.10	
Suggestions				
II. Continued Education				
Identify the:				
4.a. percentage of graduates that continue education.	.54	.41		.04
b. types of degrees and/or certificates received.	.50	.46		.04
c. correlation between success at the IA and success in post-IA education.	.54	.29	.13	.04
5. alumni need for IA in-service programs.	.26	.43	.17	.13
6.a. percentage of graduates who receive degrees in education.	.04	.48	.39	.09
b. reasons for non-educational employment.	.04	.33	.46	.17
Suggestions				
III. Occupational Information				
Identify the:				
7. relationship between career aspirations and occupational reality.	.42	.46		.13
8. percentage of graduates that find aviation-related employment.	.83	.17		
9. comparison of aviation employment from graduates of Pilot Training, Maintenance Training, and Combined Curriculum.	.50	.38	.08	.04
10. flying versus non-flying employment of graduates.	.50	.42	.04	.04

	Your Reaction			
	Most Useful	Useful	Least Useful	NA
11. employment patterns (by year of graduation)	.25	.54	.17	.04
12. reasons why graduates choose non-aviation careers.	.33	.54	.13	
13. entry level positions of grads.	.42	.50	.08	
14. effect of post IA education on entry-level placement.	.50	.29	.13	.08
15.a. extent to which graduates utilize the airframe and powerplant (A&P) mechanics license in their present job.	.71	.29		
b. perceived value of A&P license with regards to pre-requisite for employment.	.67	.25		.08
16. income level of graduates.	.38	.54		.13
17.a. avenues through which graduates obtained occupational placement.	.58	.38	.08	
b. need for formalized placement services within the IA.	.61	.23	.12	.04
c. graduates who are in a position to hire present students.	.67	.25	.04	.04
18. occupational mobility of graduates. (How many times have graduates changed jobs and why).	.36	.44	.12	.08
Suggestions				
IV. Pregraduation Withdrawal Identify the:				
19. reasons for pregraduation withdrawal from IA programs.	.46	.24	.20	.12
20. percentage of dropouts that find aviation-related employment.	.12	.52	.28	.08
21. value of IA programs to IA dropouts in their subsequent education and/or occupational placement.	.13	.50	.29	.08
Suggestions				
V. Flight Related Activities (Vocational and Avocational) Identify the:				
22.a. percentage of graduates maintaining flight proficiency.	.48	.44	.04	.04
b. total flight time per graduate since graduation	.19	.46	.23	.12
c. why do grads stop flying	.36	.44	.16	.04
Suggestions				

APPENDIX B

Graduate Questionnaire (with response percentages)

Cover Letter

INSTITUTE OF AVIATION UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN OFFICE OF THE DIRECTOR

UNIVERSITY OF ILLINOIS-WILLARD AIRPORT SAVOY, ILLINOIS 61874 PHONE (217) 333-[illegible]

July 1, 1978

Dear Graduate:

We are embarking on a new follow-up study to supplement the information produced by the "Applegate" study in 1964. At that time, Professor Emeritus Applegate surveyed all graduates and provided many interesting facts about Institute grads. Most importantly, the survey gave the Institute an evaluative look at itself through the eyes of its graduates.

The new study will update previous information and will examine the extent to which the Institute prepared you for employment and/or further education. Your cooperation is needed in this study. The attached questionnaire will take only a few minutes to complete since most of the answers require only a circle around the most appropriate answer. We assure you that all information will be confidential and will be reported only in general terms. The code number will be used only to send respondents a report of this project.

In order to compile the data and prepare a report by our deadline, we need to receive all questionnaires by July 31, 1978. On behalf of everyone involved with this study, we thank you in advance for your cooperation.

Sincerely,

William B. Johnson

William B. Johnson
Assistant Aviation Education Specialist

Henry J. Sredl

Henry J. Sredl
Associate Professor, Vocational and Technical Education

№ 920 1-3

INSTITUTE OF AVIATION GRADUATE SURVEY*

(Please circle one code number for each question unless instructed otherwise.)

SECTION I. - General Information

1. What year did you graduate from the Institute of Aviation? 19__ 1950-78 4-5

2. What is your present age? __ 20-66 6-7

3. What is your zip code? (geographical data) _____ 39 states 8-12

4. a. What are your pilot qualifications? *(Circle all that apply)* 4. b. Are you presently current? 13-27

			Yes	No
Private	1	52%	1 50%	2 50%
Commercial	2	60%	1 68%	2 32%
ATP	3	23%	1 75%	2 25%
Instrument & Multiengine	4	44%	1 73%	2 27%
Instrument only	5	14%	1 48%	2 52%
Multiengine only	6	8%	1 19%	2 81%
Flight instructor	7	43%	1 58%	2 42%
None *(Skip to Q8)*	8	4%		

5. Estimate your total over-all flight time. 10-36,000 Total 1,158,000 28-32

6. What are your mechanic qualifications: *(Circle two or less)* 33-34

Airframe only	1	3%	IA	4 3%
Powerplant only	2	2%	Other _____ *(Please specify)*	5 2%
A & P	3	90%	None *(Skip to Q8)*	6

7. Do you maintain proficiency as a mechanic? Yes 38% 1 No 62% 2 35

SECTION II. - Employment

8. Are you currently employed? 36

Yes, full-time	1	95%
Yes, part-time	2	3%
No, but I am seeking employment *(Skip to Sec. III)*	3	.8%
No, and I am not seeking employment *(Skip to Sec. III)*	4	1.6%

9. What is your current occupation? See text and Appendix E 37-39

10. To what extent is your present position related to aviation? 40

Directly related	1	62%
Indirectly related	2	9%
Not related but I have sought aviation-related employment *(Skip to Q14)*	3	18%
Not related and I have never sought aviation-related employment *(Skip to Q14)*	4	11%

*The typed numbers are adjusted percentages based on an n of 501.

11. Which of the following best describes your aviation-related employment? 41-42

Airline pilot	01	25%	Aviation products sales/ service	07	6%
Corporate/charter/misc. pilot	02	14%	FBO	08	3%
Aircraft mechanic	03	15%	Military	09	9%
Aircraft maintenance management	04	4%	Other _____ (Please specify)	10	13%
Aviation educator					
School or College	05	8%			
Industry	06	3%			

12. What percent of your employment duties requires that you serve as a flight crew member? 43

75-100%	1	43%	1-24%	3	12%
25-74%	2	5%	0%	4	40%

13. Based on your knowledge of the aviation industry, how would you advise present college freshmen on "Career Opportunities in Aviation, in the 1980's"? 44

No career opportunity	1	0%	Unlimited opportunity	3	45%
Limited opportunity	2	46%	Other _____ (Please specify)	4	8%

14. To what extent is your present position related to career goals you had while in attendance at the Institute of Aviation? 45

Directly related to goals	1	46%	Not related to goals	3	25%
Somewhat related to goals	2	25%	I no longer recall my career goals	4	4%

15. To what extent did pilot certification assist you in obtaining your present position? 46

Requirement for employment	1	34%	Slightly helpful	3	17%
Very helpful	2	11%	Not at all helpful	4	34%
			I have no pilot certification	5	4%

16. To what extent did mechanic certification assist you in obtaining your present position? 47

Requirement for employment	1	18%	Slightly helpful	3	25%
Very helpful	2	34%	Not at all helpful	4	20%
			I have no mechanic certification	5	4%

17. What is your present gross annual salary? 48

Less than $8,000	1	6%	$23,000 - 27,999	5	13%
8,000 - 12,999	2	14%	28,000 - 32,999	6	7%
13,000 - 17,999	3	21%	33,000 or more	7	19%
18,000 - 22,999	4	20%			

SECTION III. - Flight-Related Activities *(Answer Q18-20 only if you are an active pilot; otherwise, skip to Q21)*

18. I would classify my flying as: 49

Part of job responsibilities	1	44%
Recreational flying	2	27%
Both of the above	3	22%
Other _____ *(Please specify)*	4	8%

19. What arrangement do you have for use of an aircraft? *(Circle all that apply)* 50-55

I am the sole owner of an aircraft	1	6%
I own an aircraft with four or fewer partners	2	3%
I am a member of a flying club	3	6%
I rent from an FBO	4	20%
My employer provides the aircraft	5	38%
Other _____	6	9%

20. What type of aircraft do you fly most often? 56

Single engine fixed gear	1	44%	Turbine	4	34%
Single engine retractable	2	7%	Helicopter	5	1%
Multiengine (recip)	3	7%	Other _____	6	8%

SECTION IV. - Education

21. Immediately upon graduation from the Institute of Aviation, I: 57

Continued education at U. of I.	1	49%
Continued education elsewhere *(Skip to Q23)*	2	22%
Received specialized training from employer *(Skip to Q23)*	3	12%
Did not continue education *(Skip to Q24)*	4	16%

22. I continued my U of I. education in: 58

Commerce	1	25%	Agriculture	4	.4%
Education	2	65%	Other _____ *(Please specify)*	5	9%
Engineering	3	1%			

23. To what extent did the Institute of Aviation prepare you for further education? 59

Very helpful	1	46%	Not helpful	3	11%
Somewhat helpful	2	43%			

24. What is the highest degree you hold? 60

Associate	1	17%	Doctorate	4	.4%
Bachelor's	2	47%	None	5	22%
Master's	3	11%	Other _____ *(Please specify)*	6	2%

25. To what extent is your present position related to the field in which you received your highest degree? 61

Directly related	1	39%
Somewhat related	2	30%
Not related to formal education	3	31%

SECTION V. - Program Evaluation

Please evaluate the following components of the Institute of Aviation program based on your memory.

26. Maintenance instruction 62

Very good . . 76 . 1 Adequate . . 23 . 2 Poor . .1. . . 3

27. Maintenance training equipment 63

Very good . . 28 . 1 Adequate . . 63 . 2 Poor . .9. . . 3

28. Flight instruction 64

Very good . . 77 . 1 Adequate . . 21 . 2 Poor . .2. . . 3

29. Flight training equipment 65

Very good . . 62 . 1 Adequate . . 37 . 2 Poor . .2. . . 3

30. Occupational placement services 66

Very good . . . 8 . 1 Adequate . . 41 . 2 Poor . .51 . . 3

31. Counseling services 67

Very good . . 21 . 1 Adequate . . 53 . 2 Poor . .26. . 3

32. Willard Airport facilities 68

Very good . . 56 . Adequate . . 38 . 2 Poor . .6. . . 3

33. If you could start over, would you attend the Institute of Aviation? 69

Yes . . . . . 74 . 1 Not sure . . 19 . 2 No . . . 7 . . 3

Additional comments welcomed See Appendix F 70

Thank you for your help!

71-79 BK
80 1

APPENDIX C

Reminder Post Card

July 17, 1978

Dear Graduate:

During the first week of July, you should have received a questionnaire from the Institute of Aviation.

If you have returned the questionnaire, please accept our thanks. If you have not had the opportunity to complete the form, would you please help us by returning it at your earliest convenience?

The success of this study hinges on your cooperation.

Thank you,

Bill Johnson

William B. Johnson
Institute of Aviation
Willard Airport
Savoy, IL 61874

APPENDIX D

Cover Letter for Second Mailing

INSTITUTE OF AVIATION UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

UNIVERSITY OF ILLINOIS-WILLARD AIRPORT SAVOY, ILLINOIS 61874

September 7, 1978

Dear Alumnus:

In early July, we sent questionnaires to all graduates of the Institute. We are pleased to report that a large number of graduates completed and returned the forms. We are recording and analyzing the data, and a report will be ready in late fall.

According to our records, we have not received a response from you. The input of each graduate is very important to us; therefore, we are enclosing another questionnaire and stamped envelope. We would appreciate your taking a few minutes to complete and return the form. All information will be held confidential and will be reported only in general terms.

Thank you very much for your important input to this study.

Sincerely,

William B Johnson

William B. Johnson
Assistant Aviation Education Specialist

Henry J Sredl

Henry J. Sredl
Associate Professor Vocational and
Technical Education

P.S. If you have returned the questionnaire, please forgive the clerical error that caused you to receive this letter.

APPENDIX E

Occupational Classification of Respondents

Occupational Classification of Respondents (where n ≥ 2)

Accountant	2
Computer Programmer	3
Engineer (all categories)	27
Lawyer	2
Systems Analyst	6
Industrial and/or Post Secondary Technical Instructor	13
High School Teacher	20
Electrical and Electronic Technician	4
Pilot (all categories)	160
Air Traffic Controller	4
Flight Engineer	9
Designer	2
Salesperson (Retail)	6
College Administrator	3
Administrator and/or Manager (all categories)	59
Insurance and Real Estate Salesperson	5
Technical Sales Representative	18
Carpenter	5
Electrician	3
Craft Foreman	4
Aircraft Mechanic	48
Automobile Mechanic	2
Avionics Repairperson	4
Farmer	7
Fireman	2
Student	25

APPENDIX F

Categorical Listing of Selected Additional Comments

1. Positive 54
2. Negative 62
3. Occupational 66
4. Equipment 70

1) Additional Comments - Positive

All the training I received in the industry was nothing like I received at the Institute of Aviation. But the Institute gave me the basics I need plus good work habits.

Got to be one of the best Aviation schools in the country for flight and maintenance training.

Thoroughly enjoyed my experiences at the Institute. The staff was competent, well-intentioned, and hard-working; the subjects were interesting. My only problem of note (and it still gives me an occasional nightmare) was making it financially. There were times when hunger even overshadowed horniness.

Thanks for the fine career preparation you provided for us. I will always be grateful.

My Master's Degree in Ed. Psychology and present involvement in education and career counseling within the USAF prompts the low rating for question 31. Keep up the good work - there is a strong need and place for the I of A at U of I. How about another graduate directory - such as was published by 'Gate in mid 60's? I'd gladly pay for it.

The two year's work at the Inst. were by far the most rewarding compared to all education that followed i.e. B.S. Ed., U of I; M.S., Ind. & Tech., DeKalb, NIU. If I could say anything about the Inst. - it is that the instructors were fair and cordial, did a good job of instruction, and made the material more rewarding.

Please be aware that without the Inst. of Avi. and the College of Educ., I would not enjoy my present life. My years at the U of I prepared me for the tremendous profession that I currently enjoy.

Without the assistance and understanding of the dedicated and professional instructors in the Maint. Curriculum, I could not have attained my present status. If one statement could be picked that has helped me most, it would be Mr. Trulock's, "Look where the Light is Best." That adage has helped me and my contemporaries of the Class of '66 enormously.

Perhaps, for the length of time involved, the most well rounded education.

Keep up the good work.

It was a great overall learning experience - meeting new friends, getting along with people, associating with those in the aviation business on daily basis, and most importantly, learning about the aviation business. Say hello to everyone down there for me.

I thought that the quality of instruction at the Institute was very good.

I have worked with many I of A grads. - some co-pilots and some flight engineers. Thanks to Applegate, Trulock, Mylin, etc. They helped me on to my career.

The Institute had a very strong and positive influence on my early college years. It was more like a large family than a cold educational institution. I shall always have a warm spot in my heart for it. One important factor working in the Institute's favor is that all of the course material had direct applications which were evident. Thus, one could see the importance of it. Unfortunately, that initial relevance is often not evident in on-campus courses. I am enclosing my card. If I can be of any help, do not hesitate to call on me.

Interviewers very impressed with Institute graduates.

The most important thing I learned from the Institute was how to attack and solve a problem. This is especially true in relation to mechanical devices, but also spills over to everyday problems. My experiences at the Institute helped to build my self-confidence and make me more independent and self-reliant.

The Institute of Aviation was a very good s ool for me. I especially enjoyed having such fine instructors like Mr. App egate and Mr. Linder. Keep the good work up. Thank you.

Although I am not in aviation at the present time, the education received at the Institute was certainly well worth it. I plan to own my own personal aircraft in the future and money saved on maintenance alone would justify my days spent in Savoy.

If it wasn't for my aviation experience, I would never have become an Industrial Arts Instructor.

The Institute was a great help to me and I appreciate your continued efforts to keep the programs alive and healthy for those to follow me. The next ten years look great for the airline industry and I believe there will be a good number of job opportunities in the next decade. Many retirements, more efficient equipment bringing fares down causing more air travel, etc.

Courses were all good and thorough. Keeping courses structured so that they are transferable to other colleges is good. Job opportunity came from degree, drafting, and aviation related studies.

I believe that the maintenance instruction and equipment has improved since I attended. Good luck on your survey, Bill.

Excellent overall mechanical background. I find the knowledge useful most everyday.

The Institute experience (being taught by Mylin, Elkins, Trulock, Applegate, and Linder) was one of the best times of my life, probably because I was goal-directed and motivated to attain what they had to give me.

The A&P training has helped me in my professional and personal life more than any academic training received since institute graduation. It was outstanding vocational and common sense training. I have applied the knowledge gained in private industry, as a related instructor for vocational programs and as a campus director for community college programs at the Iowa State Penitentiary. In my current position, the A&P knowledge helps me work with Iowa's community colleges developing general adult courses and vocational supplemental courses for employment upgrading. Mr. Linder, Mr. Applegate, and the other instructors were very instrumental in developing my attitude for becoming involved in helping others obtain their educational and career goals.

While flight training is not required for my job with the airlines, it has been helpful with part time work on general aviation aircraft. I feel it gives a better overall understanding of aircraft operation and recommend some flight training, at least to a student license.

In comparison of my training and abilities from the Institute, I think I was as well prepared as any of the men I have worked with, however still far short of the needs required in the field to accept the responsibility expected of a mechanic. Part of the problem starts with the FAA requirements, approved materials and test material required, most of these items are obsolete and outdated in comparison with current production A/C. I feel that the technical training I received at the Institute and plain common sense enabled me to progress as far as I have. I would not advise anyone to enter this industry with the intent of getting rich quick, we are advised that we are approx. $4.00/hr. min. benefits, with a current shop labor rate $17.50/hr. Ironically, most trade magazines ask for young mechanics, IA, 10 yr. experience, while the FAA survey suggests the ave. age of the nations IA's is approx. 60-65, maybe in 5-10 yr. the mechanic wages may improve due to demand.

Although aviation is not involved in my present employment, the thoroughness of my mechanical training has been a tremendous help in my present job. I am presently Sales Engineer and Service Technician for a machinery mfgr. involved in supplying equipment for woodworking, metalworking, coatings on fabrics, etc.

Just started present job. Prior to this I was apprentice operating engineer making about $19,000/yr. Avi. mechanics courses were helpful, Prof. J.R. Mylin was more help in job placement than I ever could have imagined.

I am glad I received my A and P to back up my flying. My A and P kept food on the table when I couldn't fly. It would be useful to have had the full degree. I hope you have gotten a full degree program - it would help.

I am convinced that the A&P curriculum was one of the primary factors that helped me get my job with United Airlines. Many mechanical oriented tests were given during the five months of preliminary testing before hiring. Instrument proficiency and aeronautical knowledge was just as important. General knowledge and common sense were also contributing factors.

I was not cut out to be a mechanic, but the training received in this area was very good. I enjoyed flying until my family began and then had no time. My bag is sales and sales mgt. and training - but the learning experience at the Institute will never be forgotten - Tell Gate hello for me and I wish him the best.

The flight training I received at the Inst. of Aviation was excellent and I am very grateful for it. I believe it is one of the best schools there is and am very glad I attended.

I would like to address your pilot class and relate, first hand, my experiences with the airline industry, as well as the important role the U of I played in my life and my job.

In my application process with United, I was overwhelmed by the superior quality of education and preparation received at the Institute. It is industry common knowledge to this fact today among airline pilots. And thanks for your help. I could not have done better.

Although I am in the field of truck maintenance for a utility company, the training I received at the Institute enabled me to have a far greater degree of understanding of the principles of gas engines and hydraulics than most of my counterparts.

In my opinion the Institute had instructors of the highest quality. It was my privilege to have attended the Institute.

I feel my training at the Institute was instrumental in obtaining my job. There are very few engineers with a practical background in mechanics and flying.

The Institute of Aviation is good technical background that is applicable to most any vocation. I had planned on a commercial flying, but I got to the point where there really wasn't a great deal more to learn. Because of that and the fact that the pay is not equitable, I bailed out and went into engineering. Advice: Try as hard as possible to get a degree program, and the school could be more technical.

My position as of today has nothing to do with aviation. However, the Institute's contribution to my total aviation qualifications enabled me to enter this industry as an aviation professional and subsequently to an executive management level.

I am a firm believer in vocational training/schooling. While I am currently not utilizing my Institute training directly in my business or recreationally, I have enrolled in a refresher pilot course and will be pursuing commercial/instrument licenses.

Have highest regard for Institute and staff excellent job of instilling basics and establishing requirements for professional discipline--felt that the rigid adherence to flight curriculum irregardless of circumstances was too rigid--(private license) at same time the full course (all ratings) emphasized and resulted in basic excellence needed! Please pass my regards on to Mr. Applegate and staff with a hearty thanks.

I'm glad I had many general studies with airport work - physics, drafting, rhet and psych. All quite helpful.

Hello to all the folks at Willard who were so helpful to me while I studied and worked there. I have just completed my Naval Aviation Maintenance Training and am on my way to San Francisco to join the Pacific Fleet. My regards to all, and thanks for much help and guidance.

For me the Institute of Aviation was an excellent further step in my aviation education both from financial appeal as well as having an all-around fine program.

Even though I do not use my aviation training, the Institute of Aviation taught me sound work habits, the tools of my current success.

I have the highest regard for the Institute, and still believe they turn out more qualified people than a lot of the other schools.

It would be nice to have yearbook on the graduates again, even if there was a charge to cover the cost. I think it would be well received.

I am proud to be a graduate of the U of I Institute of Aviation.

In 1972 I dropped the aviation field and started over in Packaging. Currently responsible for the S.E. United States & Islands. Without the technical training I received at the Institute it would not have been possible to achieve what I have. In addition the 10 years in aviation were excellent. 7 years were spent as a field service engineer for G.E. I would not trade those years for any others. Please send me a copy of the report when complete.

When one speaks of education there are so many possibilities. How does one compare? Perhaps the best method is not dollars or whether an individual spends his life in one trade, but instead how satisfying the life that results, from the chain of events begun in education, is. When I compare my life to friends who have sought an education in other areas, their life is pale and lacking. There is no limit to what can be accomplished with an education such as provided by the Institute. It must be remembered that the Institute is not the end, but instead the beginning of an educational process that must last a lifetime.

Although my occupation is not directly related to Institute training, I consider my time spent there as a valuable part of my education.

The fact that I was a graduate of the Institute of Aviation, University of Illinois, played a major role in my acceptance for employment as flight crew member with TWA.

I highly recommend the Institute of Aviation to anyone interested in an aviation related career. The maintenance and flight schools combined with the professional repair station provide students with an excellent view of how to do things the right way - often not the case in the field. I use my education from the Institute every day and wouldn't be without it.

I would like to receive your news letter. I work with several Institute of Aviation graduates at TWA O'Hare.

The mechanical training is excellent, however I would like to see more OJT in shop and not just on Inspections, but more hands-on. In flight training, Omer Benn and most of the flight instructors are excellent.

The greatest privilege in life I ever had was my experience at the Institute of Aviation at U of I.

The teachers at the Institute were the best in the nation. Their teaching aids were not. They were outdated and needed updating. It is also my wish that by now you are a four year college on campus.

Did not receive my first survey. Presently in charge of maintenance training for an Air Force wing with 100 F-4E aircraft and 2000 personnel.

Please send me a copy of your final results and compilation of statistics. I would be willing to pay for copying costs if necessary. I have fond memories of Mr. Applegate and Mr. Trulock and feel the training I rec'd at U of I has and will continue to assist me in rounding out my expertise.

I thank the Institute for opening the doors to a beautiful career and I am looking forward to visiting the campus soon.

I would have liked to remain in the Aviation Education field, but I felt that career opportunities and salary were poor at the time (1966). The Institute could be the training center for career aviation educators with proper coordination with the College of Education and an active placement program. I feel there is a greater job satisfaction in Aviation Education than airline flying.

Aviation training, whether utilized or not (as is somewhat my case - I have only recently gone back into aviation) has been very valuable in my obtaining jobs, advancing rapidly, and in general, laid a foundation for success.

Training excellent, stressed both "common sense" and thinking rationally (methodically). School does need much more counseling (from my viewpoint, which may be limited); an orientation to ultimate career goals, future steps towards those goals and realistic (hopefully related) alternatives. I still think U of I's Institute of Avi. is excellent, thanks for the opportunity to attend.

Occupational services has improved to an adequate level due to the newsletter sent out by Professor Mylin. Please send a copy of your final report to me.

Although I am no longer active in aviation, I feel that my education at the Institute was an interesting one and worthwhile. I hope you continue to offer this curriculum at the U of I.

I feel my training at the U of I is very valuable and worthwhile. I wish I had started ten years sooner.

I hope all today's instructors are as interested in the students as mine were ("Gate," Bailey, Linder, Trulock, Mylin, Gordon, Vorbeck, etc. etc.) As I fly IND to STL at 25,000, I often look northward to CMI with many fond memories. God Bless you all.

The Institute gave me a good foundation to continue my career in aviation.

It would be interesting to compile a directory of past graduates.

The only reason #33 (...would you attend the I of A) is answered #2 (not sure) is that it's going to take me five years to finish school with a business degree where SIU, Purdue, Parks, and many others I would of had an aviation degree in four years. But besides the five year plan, I feel very well rounded with the main. program which will do nothing but help my flight career. I really never had any plans to work as an A&P, but I have found when teaching both flight and ground school it has helped in that respect. I enjoyed my three years at the I of A and thought every year was getting better.

My aviation background helped secure my last job (building a duplex in the Bahamas) plus the mechanical background is continually helping me one way or another repairing equipment in my company, etc.

The flight training I received at U of I was well above average providing myself with an excellent background to do very well in the Navy flight training program. I think the Institute could be more airline and corporate oriented instead of the FBO emphasis when I went through. The placement and counseling services were almost nonexistent. More contact with alumni out in the field who know what is really going on in aviation employment would help. I have come into contact with several classmates at the Institute who are in the military and all have done extremely well in military flt. training, a compliment to the Institute.

Enjoyed the Institute very much. Most every faculty member was excellent. The Institute should be expanded to a full four year degree program in aviation.

I graduated early in the program. I have returned several times and with each visit have found the facilities and equipment improved.

The Institute will always be fond to me. Not only did it provide me with training to compete in today's competitive job market, but it also let me develop friendships and attitudes that will be life lasting. I hope the Institute will be around for my son if he so desires to attend in 18 years.

I have definitely moved into the management area of the airline industry, and do not fly, except on occasion for recreation. The Institute was good exposure to the airline industry and what area I definitely wanted.

I remember spending a lot of time with my flight instructors on the "Basics of Flying an Airplane" i.e. slow flight, stalls, spins, ground reference maneuvers, all types of landings, and I've always been darn glad of it. (And partial panel instruments). Hope the "Institute" is still emphasizing the "Basics" just as much because in today's world of aviation a pilot without such a background could leave flight school and find himself in "over his head" in a hurry.

After 22 years I still think of the "Institute" as the greatest school- My training was top quality for a basic education and it is surprising how much is still fresh in my mind. As any other technical job I'm still learning and I will until I retire.

If I could, I would do it all over again.

I liked the big family atmosphere and the closeness of student and instructor. 1 on 1 instruction was possible if needed.

I often fondly recall my experiences at the Institute of Aviation. I feel fortunate in finding a job in the airlines. Although a flying job was out of the question at the time, my training at the Institute was responsible in part to getting a job in the Material Control Dept. at Continental. I am now in the Marketing Dept. and would be willing to try to help other Institute graduates get a job with Continental.

Dear Bill: I am glad to see someone showing some interest in I of A grads. I was at Purdue about a month ago and couldn't believe the extent of their files on their grads. It was very impressive. I will have to stop by sometime and talk to you about your study. Good Luck.

The flight instruction as a whole was very good.

I have been with the same company for 20 years. I build, install and maintain space communication's equipment. Without the A&E training, I would not have obtained employment in this type of work.

I find I use the trades I learned at the Institute not only in my job, but also in my hobbies. When I am not flying for the airlines, I make hardwood furniture.

The training I received at the Institute of Aviation gave me an excellent background and preparation for a career in the aviation industry; together with contacts and friendships that make worthwhile lifetime associations.

All of my current attitudes toward work, education, etc. were developed while at the Institute. I have not wasted any part of my education from the Institute. Most important are attitudes of care and doing a job right. Pride in doing a job well and handling the responsibility involved.

The years that I spent at the Institute of Aviation will be remembered with great pride.

I went to school as well as worked at the Institute and it was one of my best experiences. The best part was knowing the people who worked and went to school there.

While my present occupation is not directly related, many of the mechanical skills I acquired are used in my work.

By taking Power Mechanics courses at Parkland College while attending the College of Education, you can use your Aviation Mech. training to further improve chances of employment in the field of Education as a Power Mechanic major - needed in all areas - Aviation, Ag., Industry, etc.

I miss the good old days. Keep up the Good Work.

2) Additional Comments - Negative

I wish I had known in 1970 that aviation jobs would be hard to get. As I understand it, some of my classmates are just now beginning to get into good aviation jobs.

There is no plausible excuse for not having a 4 year B.S. degree program for A.C. Maintenance and/or Airport Management.

The Pilot Training Dept. really needs a Flight Engineer Course (for airline oriented pilots). Most airlines require that at least the F/E written be passed, and, of course, the complete rating is a BIG plus. You might consider at least starting a course to get the students past the written. That is all most airlines actually require, and it shouldn't cost too much - just a ground school course.

For all those who are interested in Aviation, they must be sure of what they want to do as far as employment is concerned. When you're sure what you want, stick to it and put in applications and visit these employers (if possible) as often as you can. Let them know you are interested in them. Most of all, don't give up. It's a rough job getting a job these days.

My biggest complaint was that nobody at the I of A knew about where to go on campus for further education. I had to go look up old I of A students to learn how to get into commerce. The people at the I of A should learn and pass on to the students info. about transferring to other colleges on campus.

Counseling at the Institute, as in my U.S., was poor. I felt as though I was steered into education rather than being offered a viable alternative after my stint at the Institute. Also, there was no where to go with a real instructor/student personality problem.

Would like to know results of this survey. Would like to pay and receive a directory. How about a reunion? How about a alumni association for Institute of Aviation-not U of I...After 20 years, when are you going to get a degree course?

Carbondale is sounding better all the time. It wasn't in gear when I was looking, but they are out to give you a run for the money. How about an I.A. program like Vincennes? Need a little more on helicopter maintenance. Need more on sheetmetal repairs. But I'm still proud of U of I background.

#31 (Counseling services) always seemed to be catch as catch can at the I of A. Counseling is a vital part of education in terms of options and how to position yourself to have those options.

The main drawback with the Institute is the lack of coordination with the University.

Not enough wrench spinning. Not enough working with the actual maintenance personnel in the U of I shop.

"Need degree program leading to Bachelor's Degree in Aviation" plus F/E written.

Get a degree program as promised.

It would be nice to have a 4-year degree program with appropriate curriculum in addition to current program.

I found it sad that many unsuspecting high school seniors were misled during their entry interviews with believing that a four-year degree program would be instituted during their attendance. Had I known this was not to be, I would in no way have attended the Institute.

The lack of equipment of a modern day nature and the absence of a four year degree program in aviation, however, have made it necessary for me to go elsewhere to finish my education.

I cannot believe the Institute of Aviation does not have a degree granting curriculum in the field of aviation - to this date!

University degree related programs needed.

The maintenance instructors were all extremely helpful in and out of the classroom. I went hoping the degree program would be instituted by my junior year. No such luck. This is the only drawback from the curriculum. I hope work is still in progress to achieve the degree program. Tell Applegate "Hi."

If the Institute had provided a four-year degree program I would have continued with it and I believe it would have been of great benefit.

It would still be very helpful to all future students to have a degree program in the Institute, so don't give up.

I felt that the maintenance prepared us neither for work with heavy or light aircraft. Perhaps that is as it should be, with training centering on methods, but as a mechanic on my own aircraft, I definitely feel a lack of specific knowledge.

Concerning the flight department - The Inst. of Avi. should scrap all of the "sports" and get C-150's (primary only). That way, money saved on a/c operation would go towards salaries of experienced flight instructors instead of second generation I/A graduates.

The instruction was very good; however, the A/C components we worked with in maintenance were outdated and working with them proved useless when techniques were applied after graduation.

Felt that the counseling provided by the instructors was less than informative due to the fact that most of the instructors were ex-Institute graduates with little or no field experience. Encourage everyone to <u>get a degree</u>!

Concerning question number 33, it seems no effort is made to have the Institute "recognized" as a leading aviation school. A name and reputation have to be built on, then this school could have a lot of potential to become well known and very beneficial to its students.

Aviation Fields (Pilots) - The Institute of Aviation is an excellent training facility for light aircraft pilots interested in private flying or becoming flight instructors. Anything above this, i.e. corporate or airline flying, requires much more advanced training and experience to become competitive in the industry. U of I doesn't provide this.

Since the greatest share of students end up working in commercial aviation (airline related), a larger portion of the curriculum should be devoted to this area of aviation.

There wasn't a placement service when I attended I of A. Counselors had no idea of what was needed outside of I of A as far as classes needed if I transferred to another college at U of I.

I answered this (#33) as not sure because of the fact that the Institute does not have a four-year degree program. If it did have such a program, I would not hesitate to do it over again.

Need more related subjects. Subjects that cover law, accounting and business. Also, a management type class.

So far in my career, I have found that the pilots presently being hired by major airlines received their Flight Engineer certificates while in college, e.g. Purdue Univ. My only regret with having attended the U of I is not being able to have had a Flight Engineer course.

Re. #31 (Counseling Services) - Counseling actually retarded my progress in some areas. Re. #33 (...Would you attend the I of A) - I still have a high opinion of the Institute, but other schools have trimester programs and offer a wider selection of degree programs.

More stress should have been placed on a related four year college program - two years additional after Institute of Aviation. My aviation experience was gained from U.S. Navy as I only completed to commercial at Institute which was definitely inadequate for commercial carrier.

The only serious deficiency in the Institute's training is the lack of a degree program. Failure to implement one is an inexcusable fault on the part of the students and administration. We have potential for the best aviation program in the world - if we can offer our graduates a four year degree in flying and maintenance.

Re. Q30/31 - I don't really recall an "Occupational Placement Service" or corresponding career counseling. As I recall, if one was in a flight only curriculum, not much was ever mentioned about career opportunities. But anyway, thinking back for this questionnaire makes me want to get back in the air again.

Improve the facilities and equipment, promote good counseling (especially to new college students), open a placement center and house industry brochures, etc., establish a team responsible for interviewing prospective students (not just one man)...

I. of A. has not been helpful in the least from an employment possibilities point of view which has resulted in my referring interested people to other aviation schools.

You really should organize a job placement service for grads. I know it isn't an easy task to do, but maintenance schools appear to be getting more and more competitive and the better schools have such programs.

In regard to #31 (counseling services), I feel that the services provided by the advisors I had were not up to those provided elsewhere in the University. I had to learn too many things the hard way.

...Students should be told that in a combined program you can not finish in 2 years as you are led to believe. And warn them there are no summer school maintenance courses as written in the Institute catalog.

It would be helpful if the Institute had a degree program of its own. Also, the maintenance training equipment is very dated.

I have met several Institute grads in the airline field (maint. and flight) and all are well thought of by their peers in the way their skills are apparent. I have recommended the Institute to many. I am apalled by the number of young people who are actively seeking educational institutions of this type who never heard of you. Why do you keep such a low profile? Everyone knows about SIU, Ohio State, etc.

I received my degree from Western Michigan University, "Aviation Engineering Technology," because the U of I still doesn't see the need to "downgrade" their engineering school with the Institute "lower class." I got what I needed and I am not a highly analytical engineer, but there are still a lot of positions in Aviation that do not require this.

I would suggest that a Flight Engineer's courses be made available to those looking for airline employment. For the mechanics, be more familiar with the basic inspections and maintenance checks (Hands on Experience).

3) Additional Comments - With Occupational Information

We are in the charter and management business, operating six jet aircraft, and find the following to be true: 1) The need for good maintenance people is great. 2) The skills needed are very specific. 3) Pilots are available but good ones are hard to find. 4) Specific flying skills are not as important as attitude and desire. 5) Pilots with good basic knowledge can be trained easily.

Corporate Aviation Maintenance Dept. salary coming up to airline scale. A need for such people will continue to grow.

A course on 135 regulations would have been helpful. Someone seeking employment in aviation at FBO's has to be selective of their prospective employer. It seems as though there are many flight instruction and mechanic jobs available, but pay in most is low. Mechanics in this area are making $6.00/hr. and pilots can make $1200/mo. but requires many hours on the job. I am currently logging 80-90 hrs./mo. flight time.

Speaking as a manager of a large jet maintenance base, this segment (Corp. & Business Jet Aviation at the Major Mod. Center Level) of aviation will require many more qualified A&P mechanics and avionics technicians.

You need a course on careers in aviation. Qualifications, what an employer wants, how much flight time?, how to build hours. Don't just give us an A&P and a commercial. Tell us what to do with it!

I hope to use my maintenance training in future job prospects with the airlines as either a pilot or a maintenance position.

The Institute could use closer contact with A/C manufacturers and other industry suppliers and manufacturers.

I worked as an A&P mechanic in the general aviation field for 2 years after graduation, but due to poor pay in this field, I was forced to find other work. I hope things improve for mechanics in the future so others won't have to leave the career they want, just to live adequately.

The pilot applicant for a major airline today must have a college degree (in any area of education) and also have passed the flight engineer FAA written exam. Some airlines such as Braniff even require the flight engineer rating. Consideration should be given to advanced courses (ground school) that would prepare students to pass the FAA flight engineer written exam. The Institute graduate today should have knowledge of large and turbine aircraft.

Employment opportunities will increasingly require a higher degree of formal education for entry. Institute must progress into preparing generalists as well as specialists.

I would keep the students abreast of career opportunities in aviation-related careers they may not be aware of: Underwriting, technical writing, claims, etc. The general aviation industry is escalating at a fantastic rate and presents unlimited possibilities.

After the Institute of Aviation, you can get a Power Mech. Major in Education by attending Parkland Jr. College at nights. There is a great need for "field" experienced instructors - H.S., College, and Industrial.

The competition for good corporate flying jobs is stiff and the degree gives the applicant a definite edge: a prerequisite for many large firms. A four year degree program in aviation, stressing management and transportation would be of great assistance as many big companies recognize and emphasize the need for a well managed aviation department. The national business aircraft association (NBAA) can provide excellent and timely information on current and projected trends in corporate aviation.

There are plenty of opportunities in aviation - if you are willing to make the sacrifice of low pay and long hours for several years. I'm lucky - because after a year of flight instructing at Britt Airlines - I will be put on the commuter. After several years on the commuter the "big" airlines will be more in touch. My advice is stay in aviation only if you love it!

I passed the Stanine Exam with UAL, Inc., but was disqualified by a high sugar test during the medical. I would recommend a thorough medical exam of each student before they spend two years trying to qualify for a position that could never open up to them. Senator Dirksen was unable to get me a waiver for my 20/25 vision to fly in the Viet Nam war. Although I will always love aviation and will probably be able to afford private flying, a complete medical prior to entering the Institute may have changed my career goals in time to qualify for another profession.

I started in maint. only and will always look that way, but most of the students who attend are looking at flying. I am flying but the 1/2 flight eng. and 1/2 mech. makes my job fun. I feel with my combination of military mech. experience, F.B.O. main. exp. (education at U of I), Institute of Aviation maint. and flying training, and Parkland College elect., and B.S. in Industrial and Aviation Education, I am very flexible in the highly competitive technical job market in aviation. You must stress flexibility to new students while they have the time and energy to do and study more than flying or maint. Don't let them get stuck in a one-way career, times change too fast and so do jobs.

Just a short note--The airlines are opening up now for both mechanics and pilots and qualified people are very hard to find. Frontier Airlines has many mechanic openings now with more coming in the fall.

My experience in the field has shown me that quite a few people make a mistake by getting into the aviation career field. Many people are just not suited or cut out to be mechanics. I would advocate a much tougher and more selective entrance criteria for those considering aviation. I know. I've seen too many dummies that still can't think for themselves. It's too dangerous. They just don't realize the responsibility involved, I guess. Keep up the good work.

I would highly recommend that should a student apply and be hired by an airline as a pilot, that they go with that airline at the first opportunity. Even if in doing this they drop out of school. A completed semester in college is a terrible price to pay for the career loss of one or more seniority numbers, for seniority is the name of the game, and you live with it from the day you are hired to the day you retire. PS I am looking forward to receiving a copy of this survey.

General aviation is in desperate need of professionally trained business people.

Would like to stress the fact that presently aviation opportunities abound - Graduates and students should be encouraged to inquire of G.A. Manufacturers.

A&P very helpful when working on Flight Engineering Rating. United Airlines plans to be hiring pilots slowly for the next ten years. Pilots now being hired are both Civ. and Military, age middle to late 20's but all are high on time and education. Most have ATP and Flight Engineering Ratings. Anyone interested in the Airlines must stay in Aviation after college.

Advise Institute students to get a degree while attending the U of I. A degree will open up many more opportunities.

Re. question 15 - Pilot certification is now required by my employer for F/E position, mechanics certification is not. Also feel that a flight engineer course at University level would be great help to students planning to be airline pilots.

In regards to question 16, my A&P certification got me into the Air National Guard and helped me bypass military related training. It also got me a civil service job in the Guard. Money saved from job set me up in farming.

If you have not already included it in the curriculum, computer programming and data processing might be good to add. Flight test instrumentation and airborne data recording systems could also be very useful courses to the maintenance school graduates.

The placement service did not assist me in job placement - although I did get a few bulletins from Mr. Mylin. The degree program is a must. It is sad to see it go this long. Airlines need Flight Engineers first-before pilots - something should be done in this field.

I would advise anyone who attends the Institute to continue schooling until they have a degree. Also job placement is important and will become even more so in the next few years. The Institute needs to have a wider range of placement contacts within the industry.

Bill, as Gate knew, I dreamed of a career in Military Aviation Maintenance. It came true. Additionally, I am now directly responsible to the Army for the training of our aviation mechanics and maintenance officers. I would encourage your students to do likewise - a very rewarding career.

Mechanic's licenses helped me get my first several jobs without which I might not be in my present position. While I have never been employed in a field where my degree was needed, having it has opened many doors for jobs.

4) Additional Comments - Equipment

If this has not already been done, it would be a good idea if the A&P curriculum could put much more emphasis on state of the art equipment. Biplane rigging, fabric and woodwork, and related subjects are nice to know. However, replacing these subjects with those relating to more sophisticated systems, i.e. fan jets and present-day reciprocating engines, would prepare an A&P more adequately for his real world job.

I would like to have seen more time and equipment related to larger aircraft systems, possibly using mock-up boards. This, of course, would have to be general but could give basic evaluation and troubleshooting of pneumatic, electrical hydraulic, etc.

Answers to questions 26 & 27 relate to somewhat out-of-date orientation of maintenance program at time I went through (1968-70)-radial engines, no jet theory, fabric coverings, etc. As to 30 & 31, I recall no such services at that time.

I feel that the areas that the I of A is most lacking in are facilities improvement and currency of equipment used in Maintenance Training.

While attending last year's Air Show, the current training aids appeared to be the same as I used 12 years ago. Aviation has advanced since then-the Institute hasn't. On the basis of this, I decided my 16 year old son should go elsewhere for training. Apparently, the Institute of Aviation is still the poor stepchild of the U of I.

Flight training has very good equipment. I only hope maintenance training continues to upgrade their equipment as well. There is no room for sloppy seconds in this industry. Thanks.

This survey was greatly needed. I think the Institute needs more equipment for Maintenance Training. The Institute desperately needs a degree program. This is the major disadvantage of the Institute. Keep up the good work and good luck.

The Institute was lacking in current instructional equipment at the time of my attendance. To improve upon this situation, some additional equipment has been obtained but not enough for what is out in the field today. Instructors should be encouraged and even reimbursed for attending manufacturers' training seminars to keep abreast of the ever changing aviation industry. Actual aircraft, like the Cessna 310 in 1972 would be of tremendous value to the maintenance training students.